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SIXTY-FIFTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION:

TOGETHER WITH THE

SIXTY-FIFTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD,

1900-1901.

JANUARY, 1902.

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STATE BOARD OF EDUCATION.

1902.

EX OFFICIIS.

His Excellency W. MURRAY CRANE, *Governor.*
His Honor JOHN L. BATES, *Lieutenant-Governor.*

BY APPOINTMENT.

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JOEL D. MILLER,	*Leominster,*	May 25, 1903.
KATE GANNETT WELLS,	*Boston,*	May 25, 1904.
CLINTON Q. RICHMOND,	*North Adams,*	May 25, 1905.
GEORGE I. ALDRICH,	*Newtonville,*	May 25, 1906.
ELMER H. CAPEN,	*Somerville,*	May 25, 1907.
ELIJAH B. STODDARD,	*Worcester,*	May 25, 1908.
GEORGE H. CONLEY,	*Brookline,*	May 25, 1909.

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HENRY T. BAILEY,	*North Scituate.*
WALTER SARGENT, Assistant for Western Counties,	*North Adams.*

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

ANNUAL REPORT.

The Board of Education has the honor to submit to the Legislature its sixty-fifth annual report.

In making this report, we call special attention to the reports of the secretary and agents of the Board, which set forth in the fullest detail the educational statistics of the year and the working of our schools in all parts of the Commonwealth. It will be interesting here to note particularly the growth of the last year in attendance of children of school age, in the teaching force, in the expenditure for the support of the schools, and so to answer the questions which should be constantly asked by the guardians of public education: Do our people set so high a value upon the free public schools that the school laws are loyally administered, that the children of school age are in steady attendance, that the teaching force is increasingly able, well trained and successful, and the citizens generous and wise in the support of the schools?

School Attendance and Teachers.

It appears from the latest school returns that for the school year ending in the summer of 1900 the number of children within the compulsory age limits of seven and fourteen attending the public schools was 292,028. This number is 91 per cent. of the whole number of children within the compulsory age limits, as determined by the school census of September, 1899, at the beginning of the school year, and 87 per cent. of the whole number as determined by the school census of September, 1900, at the end of the school year. As to the rest of the children between seven and fourteen, the great majority were in private schools, a few were lawfully excused from school attendance because of mental or physical inability, and doubtless a few succeeded in evading the school requirements altogether.

The total number of different pupils of all ages enrolled in the public schools was 468,188; the average membership was 406,081, or 87 per cent. of the total enrolment; and the average attendance was 371,048, or 91 per cent. of the average membership. The total number enrolled in private schools was 82,325.

These figures and many others that can be found in the school returns show conclusively that our people have a just regard for the value of the schools to their children; and parents of all creeds and parties, whether in the city or country, are loyally meeting the legal requirements, and are going much beyond them in accepting educational advantages offered from public and private sources.

Of the 13,622 different teachers employed, 1,214 were men and 12,048 were women. Of the entire number, 6,066, or 45 per cent., have received normal school training. There has been an increase of $4.40 over the preceding year in the wages of men per month, the average now being $140.94; and an increase of 25 cents in the wages of women per month, the average now being $52.75. The great difference between the two rates is largely due to the fact that the men generally are superintendents, or principals of important schools.

There is a rapidly growing demand that all teachers in the high schools shall have had a college or university education as well as a professional preparation, and successful experience in teaching. This is certain to greatly enlarge the influence and value of the high schools, and to improve the courses of study, especially for those, the great majority, who must finish their school life there. A growing number of college trained women are taking kindergarten and normal school preparation to fit themselves to teach the children in the elementary and grammar schools, and an increasing number of pedagogical courses are offered in the colleges. These tendencies are among the most promising which we have to report.

Cost of the Public Schools.

The total expenditure for the support of public schools was $10,758,432.64, of which $10,381,931.37, or 91 per cent., was raised by local taxation, the remaining 9 per cent. coming from the income of the school fund, from the various forms of State assistance to certain towns, and from voluntary contributions.

The total expenditure for school buildings, new and old, was $3,045,013.09, of which $3,041,926.08, or 99 per cent., was raised by local taxation.

The cost of the public schools for each child in the average membership thereof, as computed in the annual reports of the Board, has shown an increase for many years. Some of this increase is due to improvements in various parts of the system. Much of it, however, is nominal only, and due to legislative action in including under the statutory definition of support several classes of expenditures of comparatively recent origin that were omitted in previous years. In 1896 expenditures for the conveyance of school children, and in 1900 expenditures for text-books and supplies, for supervision by superintendents of schools and for school sundries were for the first time included by the Legislature under its definition of support. Expenditure for support, since it is one of the bases for the distribution of the income of the school fund, has always been computed in accordance with statutory directions. As an illustration of the effect of thus extending the definition of support so as to include everything that belongs there, it may be said that the total expenditure for support, as given in the last report of the Board, shows an increase over the preceding year of $1,646,264.13, of which $1,257,787.84 was due to items never previously included under support. The total expenditure for support, as given in the present report, shows an increase of only $80,946.90 over the preceding year. The taxation cost of support for each child in the average membership of the public schools was $26.49, — an increase of 43 cents over the preceding year; the taxation cost of land and buildings was $33.99 for each child, — an increase of 7 cents over the preceding year.

Of the total State valuation, the amount raised by taxation for support was $3.63 on each $1,000 thereof, as against $3.62 the preceding year, — an increase of 1 cent; while the amount raised by taxation for support and buildings was $4.66 on each $1,000, — a decrease of 5 cents. The amounts of increase and decrease are slight, but they support the gratifying proposition that for the year reported a reduced school tax has yielded an increased sum for each child in the public schools.

Following upon this satisfactory statement of the financial support of the schools, it is a source of gratification that this year over 30 additional towns have already organized unions and employed superintendents for their schools, thus anticipating the requirements of the law, which goes into effect in the summer of 1902. Even at this early day the results in many places are most fortunate, and in all are certain in time to more than repay the added expense in the progressiveness and efficiency of the schools.

State Increase of Teachers' Salaries in Certain Towns.

Fifty-five towns in the Commonwealth are affected by the law granting State reimbursement of certain expenditures for the salaries of public school teachers in small towns. These are the towns whose valuation is under $350,000, as determined by the assessment of May 1 preceding the school year for which the certificate is made out. Circulars of information and various blanks in connection therewith are sent out by the secretary to the school committees in all those towns, and in every case an agent of the Board is sent to examine the conditions, before the Board of Education approves the granting of State aid under the law. So frequent failures were made by the local authorities in complying with the directions of the Board, so often were inadequate examinations made the basis of demands for State money, that the Board has found it necessary to greatly increase the details for inspection and examination of schools and teachers before it can give its approval. The circular of information states: —

> It cannot be too strongly emphasized that the object of the State is to co-operate with eligible towns in securing a higher order of teaching ability for their public schools, and in retaining such superior ability for a longer time. The benefits of the law cannot, therefore, be honorably claimed unless its spirit is faithfully met.
>
> The school committee can put no more important duty upon the superintendent of schools than that of selecting able teachers for the schools.

The principals of the State normal schools will gladly suggest the names of promising persons. Such suggestions can be made with increasing confidence by the principals as the training departments of their respective normal schools are extended, and the fitness of normal school pupils to teach, as shown by their experience in such training schools, is more fully demonstrated.

NORMAL SCHOOLS.

The work of the ten normal schools is that directly under the care of the Board. Without exception, these schools are efficiently led by men devoted to their profession and ambitious to secure the most highly organized and perfectly equipped schools, in the hands of influential and scholarly teachers. In the administration of the normal schools there is a good variety, but everywhere the determination to furnish the public schools with well-equipped and enthusiastic teachers. Each year the preparation of the students for entrance is better, and therefore more thorough work can be accomplished than before.

Of the ten normal schools, those at Bridgewater and Hyannis have, in addition to the regular course of two years, a course of four years; the Bridgewater school has also a three years' course. The course at the Normal Art School requires four years for its completion. At the request of the Board, the secretary has studied the expediency of extending the two years' course in the remaining seven schools to three years. The results of his study are printed in full, by direction of the Board, as an appendix to the present report, and merit special attention.

THE WESTFIELD DORMITORY.

The condition of the Westfield dormitory led the Legislature of 1901 to appropriate fifty thousand dollars and such proceeds as might arise from the sale of the old dormitory and site for the construction of a new dormitory and the purchase of a new site therefor, if necessary. Whether the old dormitory can be sold in the near future or not, what such a sale, should it be effected, might yield to increase the sum of fifty thousand dollars now available, is wholly uncertain. A forced sale to settle such uncertainty would yield at the best but a scant sum. The Board has therefore practically only fifty thousand dollars at its disposal, — hardly enough, in its judgment, to erect such a building as Westfield needs, to say nothing of a suitable site for it. To place the new building upon the present grounds of the normal school would ruin these grounds both for the normal school and the dormitory. If a site is to be purchased elsewhere, payment for the site would so reduce the fifty thousand dollars that the residue would fail to erect a building satisfactory either to the normal school or to the State. In view of this embarrassment, to say nothing of a further embarrassment due to the recent change in the principalship of the school, the Board has deemed it its duty to delay action under the authority granted it until it should acquaint the Legislature with the situation. It recommends that the appropriation be increased, so as to cover both the building and an appropriate site, and that such proceeds as may come hereafter from the sale of the old dormitory and its site shall be turned into the State treasury when that sale shall be effected.

Dormitories in General.

The normal schools are located in towns whose population, according to the United States census of 1900, is as follows: —

Barnstable,	4,364	Fitchburg,	31,531
Bridgewater,	5,806	Salem,	35,956
Framingham,	11,302	Lowell,	94,969
Westfield,	12,310	Worcester,	118,421
North Adams,	24,200	Boston,	560,892

All the places in the foregoing list except the first four are cities. For normal schools located in the towns, where it is impossible to find suitable homes for more than a small fraction of the students in attendance, dormitories are indispensable. The schools at Hyannis (Barnstable), Bridgewater, Framingham and Westfield could not get along without them. The normal schools that are located in the cities, however, have no dormitories. To the latter statement there is a seeming exception. There is a dormitory in connection with the Worcester Normal School, with accommodations for only twenty persons; but the fact that this dormitory is a small one, offering but few rooms and no board whatever, hardly justifies the inclusion of the Worcester school in the class of dormitory schools. Thus far, then, the line between the schools with dormitories and those without them has been drawn between the small places and the large, between the towns and the cities. Whether there should be an extension of the dormitory policy to the larger places turns, of course, upon the strength and the reasonableness of the demand for such extension.

MISCELLANEOUS.

The demands upon the secretary's office have materially increased in recent years. The increased burden is due partly to the extension of the normal school system; partly to new duties put upon the office by legislative action, relating to the State reimbursement of money to certain towns on account of high school tuition payments, advances in teachers' salaries, and the employment of district superintendents; and partly to the ever-enlarging aggregate of miscellaneous duties due to expanding activity in educational matters. The question of additional help merits consideration.

The codification of the school laws has been completed by the Legislature. Hereafter they will be in compact and convenient shape for public use. It is desirable that there should be issued by the Board in the near future a pamphlet containing these laws, with historical references, supreme court decisions, annotations and explanations, to take the place of the one that has now become obsolete.

CONCLUSION.

So far as general legislation to determine the scope and ideals of public education is concerned, there is little left for Massachusetts to do; the grander outlines of its policy are well settled. So far as the requirements of the school laws impose extraordinary and conspicuously unequal burdens upon the towns, the State should endeavor through suitable forms of aid to bring such burdens within the reasonable capacity of the towns to bear them; this the State does to some extent already, and stands ready presumably to continue and strengthen such policy when convinced that it is equitable to do so. So far as the great work of improving the schools in attractiveness and efficiency — the most important work of all — is concerned, that rests, and must continue to rest so long as the Commonwealth stands for highly developed individualism in its towns and cities, upon the temper, the wisdom and the capacity of the local school authorities.

ALICE FREEMAN PALMER.
JOEL D. MILLER.
KATE GANNETT WELLS.
CLINTON Q. RICHMOND.
GEORGE I. ALDRICH.
ELMER H. CAPEN.
ELIJAH B. STODDARD.
GEORGE H. CONLEY.

Report on the Expediency of Extending the Two Years' Course of the State Normal Schools to Three Years.

[Printed as an appendix to the report of the Board by its direction.]

In accordance with the direction of the Board, I have made inquiries of the principals of the normal schools relative to the expediency and wisdom of lengthening the regular two years' course of study to three years.

Views of the Principals.

The principals have replied at considerable length, but their views may be summarized as follows: —

1. Very few of the two years' pupils now stay a third year, except by a kind of compulsion. That is, if they fail to earn their diplomas in two years, they frequently stay a third year in the hope of receiving it; but if they receive their diplomas in two years, they seldom remain a third year for further study and practice. This statement needs to be qualified, however, for the Worcester and Fitchburg schools.

2. If the length of the course is to be determined solely by what the teacher needs in the way of scholarly and professional qualifications, the regular course should be three years rather than two. On this point the principals are unanimous.

3. When, however, the circumstances of the students are considered, it is not so clear that the policy of extending the course — at least, of compelling an extension — would be wise, although the majority of the principals incline to think it would be and some are emphatic in thinking so.

4. The majority of the principals think the lengthening of the course would reduce the entering classes, although four of them say that the reduction would not be serious. Two take pains to say that in their judgment the aggregate number in school would increase, notwithstanding a diminution in

entering classes. One thinks there would be no loss in entering classes.

5. If the required two years' course were extended to three, very few persons would be able, or, if able, would care, to avail themselves of permission to complete such a course in two years. The persons capable of so abridging the course are college graduates, teachers of experience, persons of maturity, who usually limit themselves to a selected course of one year, for which a certificate is given.

Mr. Thompson of the Fitchburg school thinks that under the conditions prevailing there a three years' course should be administered on the theory that the abler half may complete it in two. Extension of the course would not enable the Fitchburg school to accomplish much more than it is now doing. It would simply enable the school to say that its three years' course may be shortened to two years as a premium for excellence, rather than that its two years' course may be lengthened to three years as a consequence of inferior attainment.

The Worcester school, through its apprenticeship system, has practically substituted a three years' course for that of two years in the case of nearly all its pupils.

6. With two exceptions, the principals say that the extension of the course to three years would cost more money; but in some cases this opinion is qualified by such expressions as "a little more," "more in the training department, but not in the normal," etc. It would mean no more expense either at Fitchburg or at Worcester.

7. All the principals say that the additional year would afford opportunities for higher attainments in scholarship and for more practice in teaching. Some of the principals express the wish that the proposition to lengthen the course, if seriously entertained, should be made a subject for further consideration by them in conference.

COURSES OF STUDY AT THE PRESENT TIME.

In further consideration of the subject, the following facts should be kept in mind: —

1. Every normal school (the Normal Art being excluded from consideration) has a regular course of study two years long.

2. The Bridgewater school has in addition to the two years' course, a three years' course and a four years' course.

3. The Hyannis school has in addition to the two years' course a four years' course.

4. Arrangements for a third year of study and practice to supplement the regular course of two years are permissible under a rule of the Board adopted May 5, 1897, which provides that "The board of visitors and the principal of any normal school may arrange for a third year of practice and study in teaching, under supervision, for its graduates, whenever in their judgment such action is desirable."

In compliance with the spirit of the foregoing rule, if not with its letter, the Worcester and the Fitchburg schools have made important extensions of the two years' course.

The Worcester school, because of the extension of its apprenticeship system, has practically lengthened its course for three fourths of its pupils to three full years and for the remaining one fourth to two years and a half. While the school awards diplomas for two years of study outside of the apprenticeship system, as in the past, this apprenticeship so breaks the two years of study that such study is not completed until the end of the third year of the student's connection with the school. The apprentice assists the teacher of the city school, takes part under the direction of such teacher in the instruction and management of the pupils, and sometimes during the teacher's absence for a session or a day has entire charge of the room. Each apprentice serves in at least three grades of school, is supervised by the normal school faculty, keeps a record of work and experience for inspection, and spends one day a week in study at the normal school. There is an interesting extension of the system to the invalid children of the Worcester Memorial Hospital and the Worcester County Truant School at Oakdale where apprentices find special problems to test their skill. Junior apprentices have six months of practice, advanced apprentices a full year. A student may enjoy the advantages of the school without serving an apprenticeship, but the diploma of the school is not given without evidence of ability to teach. A certificate of junior or advanced apprenticeship, as the case may be, accompanies the diploma.

The following is an outline of the Worcester plan: —

Worcester Normal School.

First Year.

SEPTEMBER — DECEMBER.

Fourth Class. — General preparatory work at the normal school.

JANUARY — JUNE.

Third Class. — General preparatory work at the normal school.

Second Year.

SEPTEMBER — DECEMBER.

Second Class. — Observation in the public schools. Related work at the normal school. General work.

JANUARY — JUNE.

Apprenticeship in the Worcester public schools for all the class. One day per week at the normal school for apprenticeship study.

Third Year.

SEPTEMBER — DECEMBER.

Advanced apprenticeship required of the abler apprentices (AA). Apprenticeship voluntary for the rest.

JANUARY — JUNE.

First Class. — All apprentices return to the normal school for study.

Graduation.

The Fitchburg school, because of its insistence that students shall be successful in teaching as well as in studying before receiving their diplomas, withholds diplomas from one fourth to one third of each class. Such persons have to stay a third year in order to graduate.

Under the rule of the Board, Fitchburg at first planned a third year for its abler graduates, half to be spent in teaching and half in study at the normal school. This plan did not prove to be a workable one. By special arrangement with the Leominster and Fitchburg school authorities, the Fitchburg graduates now teach a year in the public schools at eight dollars per week under the general oversight of the normal school, and then return to the normal school as advanced students for a year of study.

In one aspect this is a provision for two additional years of study and practice instead of one. Still, it involves but one additional year of study at the normal school.

The following is an outline of the Fitchburg plan : —

Fitchburg Normal School.

First Year.

1. Observation work in all grades until April ; then one day per week for each student in the class to be assigned that student the following year.
2. Normal school work closely related to the above.

Second Year.

1. One third of the year in full charge of a school.
2. Two thirds of the year spent in general studies that bear on elementary instruction.

Graduation.

Third Year.

1. Students not permitted to graduate in two years may earn their diplomas after a third year of study and practice.
2. Promising graduates may teach under oversight in the Leominster and Fitchburg schools at eight dollars per week.

Fourth Year.

Students who have spent the third year in teaching under the special arrangements made for that purpose spend this year in study at the normal school.

Under the Worcester plan all the students spend two years and a half and three fourths of them three years in study and practice.

Under the Fitchburg plan approximately two thirds of a class graduate at the end of two years. The one third who do not graduate and half of the two thirds who do, or two thirds of the class in all, take a third year, — in one case for further study and practice in the hope of receiving the diploma of the school, and in the other for study only after a year of teaching in the public schools.

Both the Worcester and the Fitchburg plans are natural developments from a common endeavor dealing with diverse conditions. The common endeavor is to provide the additional study and practice which the rule of the Board permits and fosters. The diverse conditions lie in the relations held by these schools to the municipalities in whose schools arrangements have been made for observation and practice.

Under present conditions, therefore, two schools — Bridgewater and Hyannis — offer courses, the former of three and four years and the latter of four years, in addition to the regular two years' course; two schools — Worcester and Fitchburg — have practically extended their two years' course for nearly all their pupils to three years; and the remaining five schools have the permission of the Board to provide for a third year if they see their way to doing so.

Why Extension should be Gradual and Voluntary.

While the extension of the two years' course to three years is undoubtedly desirable, if the proposition is viewed solely from the standpoint of what the schools need in the way of well-trained teachers, it is better, on the whole, that such extension should come, not by positive and uniform requirement, but through the more natural process of development. The conditions under which our several normal schools came into existence, as well as those under which they are now compelled to work, vary so widely, to say nothing of the widely diverse circumstances of the pupils who attend them, that a policy of extension feasible for one school is by no means sure to suit another. For example, one of the reasons advanced for extension is that the student may have longer and severer practice under normal school supervision. Such training facilities, though of two quite distinct types, abound for the regular and the extended courses of the Worcester and Fitchburg schools. At Framingham and Salem, however, particularly at Salem, training facilities are meagre. The Salem Normal School is gradually establishing in its building and under its immediate supervision a series of excellent observation schools. At present, only seven of the elementary grades are represented. If these grades are used for training purposes, it is only in a slight and tentative way. There still lingers in Salem a feeling, happily dispelled elsewhere, that children in the public schools should not be "practiced upon" by novices from the normal school. It would hardly be wise to require the presence of students a third year at Salem until the outlook for training facilities becomes more promising. Provision for practice in the Framingham Normal School, though not so limited as at Salem, is less generous than in the remaining schools. It should be added that both the Salem and the Framingham schools are now so nearly full that they cannot bear much further increase in numbers. The pressure for admission already compels increased stringency in eliminating unpromising material at the entrance examinations. If any extension for those schools is to be encouraged, it should be an extension satisfying these two conditions: (1) it should contain inviting plans for the further training of students under public school conditions; and (2) it should be of a tentative or gradual, and, therefore, of a voluntary, sort. The present rule of the Board permits such extension.

The remaining schools — Westfield, North Adams and Lowell — can each easily accommodate more students than they now have. They may properly be encouraged to provide, if they can, for those students who wish for more practice and study than a two years' course affords. Their present arrangements for practice are good. Each of them has under its care and at its disposal for observation and teaching purposes a large public school, with several hundred pupils, in a modern, well lighted, ventilated and appointed building. The Lowell Normal School uses, in addition, all the kindergartens of the city for observation and practice, and has just completed arrangements under which it may use for the same purposes the training school of the city of Lawrence.

An extension that permits a third year of unbroken teaching in a public school and a fourth year of unbroken study in the normal school is better than an extension that permits but a half year of teaching and a half year of study. School committees will engage teachers more readily for a year than a half year; students after a year of teaching will be better able both in money and in experience to profit by an additional year at the normal school; and the normal school renders a higher service in giving a full year's instruction to one relatively large class than a half year's instruction to each of two divisions of such a class. Indeed, if a student, after taking the regular two years' course, should teach two or three years instead of one, and then return for a year of study, such supplementary work would be more profitable still.

It should not be overlooked that the willingness of students to extend their work at the normal schools beyond the prescribed time of two years turns very much on the strength of the incentive to do so. The opportunity of teaching a year on a modest salary, as in Leominster and Fitchburg, is such an incentive. So, too, is the rule of the Worcester school committee, giving advanced apprentices a preference over ordinary apprentices in appointments to fill vacancies.

The student who successfully completes the work of a properly extended course should receive a form of diploma that adequately and specially recognizes such work.

Voluntary and general extension of the regular course, under the present rule of the Board, would probably involve no additional expense, so far as instruction in the normal schools is concerned. Whether there would be an increase on the practice side or not would depend on circumstances. Should a town or city employ any considerable number of normal school graduates as regular teachers, at reduced salaries, the saving thus made would probably be enough to pay the higher salaries it might be necessary to offer to secure the right kind of supervision for such teachers.

Respectfully submitted,

FRANK A. HILL,
Secretary.

REPORTS

OF THE

BOARDS OF VISITORS

OF THE

NORMAL SCHOOLS.

STATE NORMAL SCHOOL, FRAMINGHAM.

HENRY WHITTEMORE, Principal.

Instructors in the Normal School.

Henry Whittemore,	Psychology, school laws of Massachusetts, school organization and government.
Amelia Davis,	Mathematics, astronomy.
Anna M. Clark,	Natural and physical sciences.
Frederic W. Howe,	Chemistry.
Louisa A. Nicholass,	Household arts.
Samuel C. Prescott,	Bacteriology.
Lillian A. Ordway,	Geography and Latin.
M. Elizabeth Holbrook,	History and civil polity.
Mary C. Moore,	English language and literature.
Mary H. Stevens,	French.
Jane E. Ireson,	Elocution and reading.
Charles F. Whitney,	Drawing.
Frederic W. Archibald,	Singing.
Mary Bennett,	Gymnastics.
Susan M. Emerson,	Sloyd.

Instructors in the Practice School.

Susan M. Emerson,	Ninth grade.
Antoinette Roof,	Seventh and eighth grades.
Nellie A. Dale.	Fifth and sixth grades.
Alice V. Winslow,	Third and fourth grades.
Elizabeth A. Malloy,	First and second grades.
Phœbe M. Beard,	Kindergarten.
Anna F. Claflin,	Assistant in seventh and eighth grades.

The Annex and the Tunnel.

The Legislature of 1901 granted the sum of $28,600 for the building of an annex to May Hall and for sundry repairs; also $1,500 for a tunnel to be built between May and Crocker halls.

The tunnel, which is now completed, will permanently protect, with its solid brickwork, the pipes for electric light and for heat which are conveyed through it, so that we are no longer in danger of any explosion from short circuits.

The annex, which is being erected by the firm of Stickney & Austin, architects, is excellently designed for its school purposes of instruction, convenience and economy.

A suitable bath room has been built in Normal Hall for the principal, and a few needed changes have been made in May Hall, but it has not been deemed prudent to make further improvements until the annex is finished.

THE FACULTY.

Fortunately, we have no change to record among the members of the faculty, who constitute an enthusiastic, well trained and equipped teaching force, under the able leadership of Mr. Whittemore. Though the school has almost doubled since he came to it, the standard of scholarship and of physical vigor has yet been raised.

PRACTICE SCHOOL.

With the growth of the normal school, however, has come the need for additional facilities for the practice pupils of the regular department in their periods of teaching and observation. As far as possible, it is desirable that they should teach in or near the public schools of Framingham, as well as in the primary and grammar grades of the practice department connected with the normal school proper.

HOUSEHOLD ARTS.

This department has especially increased in membership, 19 pupils having entered its junior class in September and nearly 200 being connected with it as normal or as practice pupils from the town schools. This is the largest number of students we have had, so far. It has been found advisable to add the subject of dietetics to the curriculum of the department, as its graduates are directly concerned with this branch of practical living. Some of the seniors, eager to put into immediate use that which they first learn as theory or by demonstration, induced Miss Nicholass, the teacher of this department, to take a house near the school, and to allow them as her pupils to manage it by their general oversight as well as by their daily labor. The board of visitors has no supervision of it, and the State is not responsible for its maintenance; but such co-operative housekeeping is the best practical experience which the pupils of the State can receive.

HEALTH CONDITIONS.

It is still too soon to determine the exact amount of benefit to this school, as well as to the other normal schools, which will arise from the new regulations of the State Board in regard to a closer supervision of the daily health of the pupils by appointed physicians; but it can already be said that the pupils have gladly availed themselves of such watchfulness, and are realizing that an anæmic condition of body does not furnish the best basis for vigorous mental work.

SPECIAL STUDENTS AND CLASSES.

During the year there were 12 special students in the school who enjoyed the advantages of the provision for a one year's course. In this number the colleges were well represented, but practically every study offered was pursued by these pupils. Special classes, moreover, in United States history, geography and French were formed for teachers who came to the school on Saturdays, and who also freely entered the regular classes which were in session. Mr. Whittemore hopes to extend this special work for teachers and students as far as is consistent with the demands made upon the time and strength of the corps of instructors by the regular pupils of the school.

LECTURES.

With the co-operation of the Framingham Teachers' Association, five lectures were given in May Hall; two being on "The Growth of the Child," by Prof. John M. Tyler, and one each on "The Land of Burns," by Andrew T. George; on "Emerson," by Henry T. Bailey; and on "Old and New Methods in teaching History," by Prof. John Fiske. Mr. Bailey also lectured upon "Art in furnishing the House," and Mrs. Maude Blanchard upon "The Songs of Shakespeare," under the auspices of the Framingham Shakespearean Club. Of unusual interest were four lectures on "Birds," by Mr. C. J. Maynard of Newton, who after each lecture took some of the school with him upon a bird walk. Two large and successful glee club concerts were also given under the direction of Frederic W. Archibald, instructor of music in the school.

GIFTS.

The graduating class of 1901 left a sum of money to the school for the purchase of a picture to hang in the new geography room in the annex.

STATISTICS.

The statistics of the school for the year are as follows: —

1. Number of pupils admitted, September, 1900, 90. Number graduated, June, 1901, two years' course, 73; of this number, 67 graduated from the regular two years' course and 6 from the department of household arts. Certificates were given to 11 for one year's special course. Whole number of pupils for the year 1900–1901, 179; including the teachers' class on Saturdays, 194.

2. Average age of those admitted, September, 1900, 19 years and 10 months.

3. Occupations of parents: mechanics, 15; manufacturers, 14; engineers, 7; professors, 7; farmers, 9; superintendents, 7; bank officials, 3; merchants, 5; contractors, 4; laborers, 3; carpenters, 3; agents, 2; teachers, 2; judge of district court, 1; miscellaneous, 8; total, 90.

4. Residences of 90 pupils admitted, September, 1900: Massachusetts, — Middlesex County, 44; Worcester County, 17; Norfolk County, 8; Suffolk County, 4; Bristol County, 3; Essex County, 3; Hampden County, 2; Plymouth, Franklin and Hampshire, 1 each; total, 84. From other States, — Connecticut, 2; Maine, 2; Vermont, 1; Virginia, 1; total, 6. From Massachusetts, 84; from other States, 6; total, 90.

KATE GANNETT WELLS,
GEORGE H. CONLEY,
Board of Visitors.

STATE NORMAL SCHOOL, WESTFIELD.

CLARENCE A. BRODEUR, Principal.

Instructors in the Normal School.

Clarence A. Brodeur,	School law, school economy and principles of teaching.
Charles B. Wilson,	Natural science.
Will S. Monroe,	Psychology, pedagogy and geography.
Edith S. Copeland,	Drawing.
Edith L. Cummings,	Manual training and gymnastics.
Mrs. Adeline A. Knight,	English and history.
Mildred A. Hunter,	Natural science and mathematics.
Sterrie A. Weaver,	Vocal music.

Instructors in the Training School.

George W. Winslow,	Principal.
Louise Wellman,	Ninth grade.
Alice M. Winslow,	Ninth grade.
Anna M. Downey,	Eighth grade.
Marion R. Winkley,	Eighth grade.
Jennie E. Stoddard,	Seventh grade.
Ella J. Downey,	Sixth grade.
Edith M. Robbins,	Sixth grade.
E. Abbe Clark,	Fifth grade.
Frances L. Parsons,	Fifth grade.
Florence S. Wiley,	Fourth grade.
Florence P. Axtelle,	Third grade.
Frances L. Foster,	Third grade.
Margaret C. Doherty,	Second grade.
Eunice M. Beebe,	First grade.
Emma L. Hammond,	Kindergarten.
Elizabeth C. Jarrold,	Kindergarten.

The New Training School.

The work of the Westfield Normal School for the past year merits approval. The training schools in the new building have continued in successful operation, thus giving to all the students an opportunity to teach under public school conditions. This is fully appreciated by them, and is surely a great improvement over anything which the school has previously enjoyed. It is safe to say that the new practice school adds much to the value of instruction in the Westfield Normal School, and places this school among the best in the State in its equipment.

A New Dormitory.

With the opening of the year, the dormitory, which has been in use many years, and which was built on a foundation open to question, was found to be so thoroughly out of repair that the Board asked the Legislature for a special appropriation to meet this need. The matter came into the hands of the committee on education, and that body and this committee made a careful examination of the old building. Later a second examination was made, and the conclusion was reached that it would not pay the State to repair this building. A bill was introduced for a new dormitory. Later, examinations by members of the committee of ways and means and by a sub-committee of the Governor's Council confirmed the belief that it was unwise to spend so much money in repairs as would be required to put the old building in a comfortable and safe condition; the bill for a new dormitory therefore became a law. As yet, no selection for a location for the building has been made.

Change in the Principalship of the School.

The assistant teachers of the school are the same as last year. The school and the cause of education in the State, however, have experienced a severe loss in the resignation and removal from the State of the principal, Mr. Charles S. Chapin. It is not necessary to recall the circumstances under which Mr. Chapin took charge of the Westfield Normal School. It is enough to say that they were not such as to awaken special enthusiasm. The committee of the Board who recommended the election of Mr. Chapin had full confidence in his ability for the difficult work in hand. The result justified the selection. The administration of Mr. Chapin was from the first entirely successful. As a scholar Mr. Chapin ranks with the best, as a teacher he had long and successful experience before coming to Westfield, as a man he possesses that graciousness of speech and bearing which makes the way to success an open path, while he so bears himself in public and private life as to win the confidence and respect of all. We are glad to put on record our appreciation of the excellent work which Mr. Chapin did for the Westfield school. By his character, his energy and his professional skill he won the confidence of the entire district in himself and in the work which the Westfield school was doing in training teachers for the public schools. Mr. Chapin resigned to take charge of the Rhode Island State Normal School in the city of Providence, — a school with some three hundred pupils, and an equipment which is perhaps the finest possessed by any normal school in the country. The visitors could hardly urge Mr. Chapin to remain at Westfield, when, in addition to the advantages already suggested, the trustees of the Rhode Island school were able to offer him an increase of $1,000 in salary, and other considerations of value in the present and for the future. It was with the greatest regret that the visitors presented Mr. Chapin's resignation to the Board, and the same was accepted not of choice but of necessity. Mr. Chapin has our best wishes in the new work which he has undertaken, but we feel sure that even he will be unable to make that work more successful than was the work which he did in Westfield.

The Board was exceedingly fortunate in securing as Mr. Chapin's successor Mr. Clarence A. Brodeur of Chicopee. Mr. Brodeur has had much experience as a teacher and a superintendent of schools. At the time of his election at Westfield Mr. Brodeur was superintendent of schools at Chicopee. Both as a teacher and a superintendent Mr. Brodeur was very successful, winning the respect and approval of the leading educators of the State, by whom he was endorsed as a man of fine attainments, excellent personal character and executive ability. Mr. Brodeur's reputation for scholarship, both general and professional, his known standing as a progressive educator and a careful administrator of school affairs, gave the visitors confidence to present his name as a suitable candidate, and at its regular June meeting the Board elected him as principal of the Westfield school. With the opening of the present school year Mr. Brodeur entered upon his work. He is already winning a name for himself, and the visitors have full confidence in his success.

STATISTICS.

The statistics for the year 1900–1901 are as follows: —

1. Number of pupils admitted to the Westfield Normal School since its organization, 4,394; number graduated since 1855, 1,699.

Number graduated in June, 1901, 59 women, 1 man. Present number of pupils, 111. Number of different pupils in attendance from Jan. 1, 1899, to Jan. 1, 1900, 145. Number examined for admission in 1900, 60; number rejected, or who did not enter, 16; number entering in September, 1900, 59.

2. Average age of pupils admitted, 19 years, 1 month, 25 days.

3. Residences, by States and counties, of those who entered in September, 1901: Hampden County, 38; Hampshire County, 13; Berkshire County, 5; Bristol County, Franklin County and Worcester County, 1 each; total from Massachusetts, 59; New Hampshire, 1; total number, 60.

4. Residences, by towns, of those who entered in September, 1901: Springfield, 11; Holyoke, 9; Westfield, 8; Amherst, 4; Great Barrington, 3; Chester, 2; Ludlow, 2; Southampton, 2; West Springfield, 2; Belchertown, Buckland, Chicopee, Easthampton, Fall River, Granville, Hatfield, Hinsdale, Lee, Northampton, Palmer, Plainfield, South Hadley, Wilbraham, Williamsburg and Worcester, 1 each; total, 59; from New Hampshire, 1; total, 60.

5. Occupations of parents: farmers, 15; laborers, 8; mechanics, 4; merchants, 4; carpenters, 3; manufacturers, 3; architect, blacksmith, clerk, contractor, engineer, farrier, janitor, tailor, watchman, 1 each; no occupation, 4; total, 50.

6. Number of volumes added to the reference library during the year, 100. Total number of volumes and pamphlets in the library, 4,000.

J. D. MILLER,
CLINTON Q. RICHMOND,
Board of Visitors.

STATE NORMAL SCHOOL, BRIDGEWATER.

ALBERT G. BOYDEN, Principal.

Instructors in the Normal School.

Albert Gardner Boyden,	Educational study of man, the principles and the art of teaching, school organization, school government, school laws of Massachusetts and the history of education.
Arthur Clarke Boyden, vice-principal,	Natural science, history and civil polity.
Franz Heinrich Kirmayer,	Latin, Greek, French, German.
William Dunham Jackson,	Physical science, mathematics, English literature.
Charles Peter Sinnott,	Geography, physiology and hygiene, physical science.
Harlan Page Shaw,	Chemistry, mineralogy industrial laboratory.
Frank Ellis Gurney,	Classics, geometry, astronomy.
Isabella Sara Horne,	Vocal culture and reading.
Clara Coffin Prince,	Vocal music, algebra.
Fanny Amanda Comstock,	Arithmetic, botany, geometry.
Mary Alice Emerson,	English.
Elizabeth Helen Perry,	Drawing.
Lillie Eveline Merritt,	Assistant in drawing.
Bessie Louise Barnes,	Physiology and hygiene, physical training.
Lillian Anderson Hicks,	Supervisor of practice work in the model school.

Instructors in the Model School.

Brenelle Hunt,	Principal.
Adelaide Reed,	Ninth grade.
Martha May Burnell,	Eighth grade.
Hannah Elizabeth Turner,	Seventh grade.
Nellie Mabel Bennett,	Sixth grade.
Jennie Bennett,	Fifth grade.
Mary Lucinda Wallace,	Fourth grade.
Sarah Wheaton Turner,	Third grade.
Clara Rachel Bennett,	Second grade.
Flora May Stuart,	First grade.

Instructors in the Kindergarten.

Anne Morgan Wells,	Principal.
Frances Plympton Keyes,	Assistant.

Aims of the School.

The school stands for the incitement of its members to true living; for the inspiration of its students with the spirit of the true teacher; for the educational study of the subjects to be used in teaching in the public schools; for the study of the principles of education; for the study and practice of the art of teaching; for the study of school organization, school government, the school laws of the State and the history of education. The instructors, in both the normal and the model departments, have given themselves during the past year to the continued prosecution of these aims with increasing power, using all the means at their command. An excellent spirit has pervaded the school. The students have heartily co-operated with the teachers, and have done their work with great earnestness and fidelity.

The social life of the students, living together as most of them do in the residence halls under wholesome regulations, is conducive to right living and professional training. It enables them to do more and better work in the school; it teaches them how to live with and appreciate fellow-workers, strengthens the bonds of fellowship and cultivates good manners. The years of the course of study lived in the atmosphere of the normal school are a factor in the preparation for a teacher's life for which there is no equivalent substitute. The students and the teachers of the school are organized into a normal club, which holds meetings once in two weeks alternately for literary, musical and social culture.

Teachers.

At the close of the year Miss Emily C. Fisher, who has been a most efficient instructor in the English department for ten years, was given leave of absence, and Miss Mary A. Emerson, a graduate from the four years' course of this school and from Wellesley College, who has had valuable experience in teaching, was appointed to the work of this department. Miss Sarah E. Pratt, a superior teacher in the second grade of the model school, was obliged to relinquish her work on account of failing health; and Miss Clara R. Bennett, a graduate of the normal school at East Stroudsburg, Pa., and from the special course in this school, was appointed her successor. Miss Hannah E. Turner, teacher of the seventh grade in the model school, was out during the year on leave of absence; and Miss Sarah

V. Price, a graduate from the special course in this school, taught this grade in a very acceptable manner.

Graduates and their Work.

The school this year has sent out 66 graduates from the two years' course, 11 from the three years' course, 13 from the four years' course and 23 with certificates from the special course of one year. These teachers have gone into the schools of the rural villages and the larger towns and cities, taking positions according to their ability and experience. Many more graduates could have been placed in good positions.

Gratifying reports have been received of the good quality of the teaching and influence of most of the graduates. Some graduates find, after all that the school has been able to do for them, that they still lack some qualifications for success in teaching. Some fail in their first school and succeed in the next, because they must learn by their own sad experience some things which they had been told again and again in their normal school instruction. It is said that the normal school should graduate only those persons who will succeed in teaching. It is impossible always to tell beforehand with full assurance, even with all the work of the pupil in the practice school, what power more maturity and experience will develop.

The location of the school in one of the pleasantest towns of the Commonwealth, with its beautiful environment and its fine equipment in most things, is most favorable for the successful accomplishment of its work.

Need of a Gymnasium.

One thing in the way of further equipment is much needed, — a new building for a gymnasium. The present gymnasium, in the basement of the middle section of the school building, was provided when the first two sections of the school building were erected. Since that time the normal school has increased nearly fifty per cent. and the model school has more than doubled. The school has outgrown this gymnasium. The room is too low and too small, and there are no baths and dressing rooms connected with it. This room is needed for the use of the model school. For the three hundred students and teachers of the normal school, who are necessarily much in doors in the long winter months of this climate, a good room for physical exercise, well equipped and provided, is essential to the preservation of health, as well as for physical training in preparation for teaching. It will be necessary to procure land for the site of a new gymnasium. Fortunately, the lot of land just across the street, opposite the front of the school building, which is well suited for this purpose, can be procured at this time. The purchase of this land will be a great improvement to the grounds of the school, and, besides furnishing a site for the gymnasium, will leave room for the erection of another building if the future needs of the school shall make it necessary to erect one.

One other need is manifest. The pianoforte in the assembly hall of the school has been in constant use for seventeen years, and has lost in large measure its power for the inspiration of the school in its musical exercises; it may be of some further service in the gymnasium. A new instrument is much needed for the hall.

We earnestly recommend that the Legislature be asked to make appropriations to supply these needs.

Statistics.

The statistics of the school for the year ending Aug. 31, 1901, are as follows: —

1. Number of students for the year, 287, — 45 men, 242 women; number in the entering class, 148, — 16 men, 132 women; number of graduates for the year, 90, — 13 men, 77 women; number receiving certificates for special courses, 23, — 3 men, 20 women.

2. The whole number of students who have been members of the school is 4,905, — 1,300 men, 3,605 women. The number who have received certificates or diplomas is 3,230, — 861 men, 2,369 women; of whom 271 have graduated from the four years' course, — 140 men, 131 women.

3. Of the 287 members of the school for this year, Plymouth County sent 74; Norfolk, 48; Bristol, 35; Middlesex, 23; Barnstable, 15; Suffolk, 13; Essex, 10; Worcester, 10; Hampden, 5; Hampshire, 4; Berkshire, 2; Dukes, 2; Nantucket, 2; the State of New Hampshire, 17; Maine, 10; Vermont, 9; Pennsylvania, 2;

Connecticut, 1; New York, 1; Mexico, 2; Jamaica, W. I., 1; Syria, 1. Total from Massachusetts, 243, 13 counties and 86 towns being represented; other States and countries, 44.

4. The distribution of the students for the year was as follows: special courses, 36, — 4 men, 32 women; four years' course, 48, — 22 men, 26 women; intermediate course, 37, — 11 men, 26 women; two years' course, 166, — 8 men, 158 women.

5. The average age of those admitted was 21 years and 1 month; of the special students, 27 years and 3 months; of students on regular courses, 19 years and 3 months.

6. Of the 148 admitted, 12 came from colleges, 14 from normal schools, 122 from high schools and academies; of these, 34 had taught.

7. The occupations of the fathers of those admitted were given as follows: mechanics, 33; farmers, 26; professional men, 11; merchants, 10; agents, 6; superintendents and foremen, 4; public officials, 4; laborers, 4; manufacturers, 3; druggists, 3; bookkeepers, 2; policemen, 2; marketmen, 2; artist, designer, banker, inventor, sexton, funeral director, builder, conductor, engineer, mail carrier, florist, miller, stevedore, sailor, 1 each; retired, 3; not living, 21.

8. Of the 148 students admitted, Brockton sent 11; Weymouth, 9; Quincy and Taunton, 8 each; Boston, 5; Fall River and New Bedford, 4 each; East Bridgewater, Springfield, Waltham and Whitman, 3 each; Andover, Bourne, Bridgewater, Dedham, Easton, Gloucester, Hyde Park, Kingston, Newton, Northampton, Rockland, Sandwich, Southbridge, Wareham and Winchester, 2 each; Amesbury, Ashby, Barre, Brewster, Cambridge, Cohasset, Cummington, Dartmouth, Fairhaven, Franklin, Halifax, Holbrook, Middleboro, Milton, Nantucket, Natick, Pittsfield, Plymouth, Provincetown, Rutland, Somerset, Spencer, Stoughton, Townsend, Upton, Uxbridge, Wayland, Westford, Westwood and Winthrop, 1 each; New Hampshire, 9; Maine, 8; Vermont, 8; Pennsylvania, 1; Jamaica, W. I., 1.

ALICE FREEMAN PALMER,
GEORGE I. ALDRICH,
Board of Visitors.

STATE NORMAL SCHOOL, SALEM.

WALTER P. BECKWITH, Principal.

Instructors in the Normal School.

Walter P. Beckwith,	Theory and practice of teaching, history of education.
Ellen M. Dodge,	English literature.
Harriet L. Martin,	Algebra, geometry.
Jessie P. Learoyd,	Botany, English.
Charles E. Adams,	Physics, chemistry.
Charles F. Whitney,	Drawing and Art.
Mary A. Comey,	History, penmanship, arithmetic.
William C. Moore,	Mineralogy, geology, geography.
M. Alice Warren,	Biology, physiology, physical training.
Florence M. Snell,	English literature.
Vesta H. Sawtelle,	Music.
Florence P. Salisbury,	Reading, physical training.
Isabella G. Knight,	Library.
Gertrude B. Goldsmith,	Biology, psychology.
Maude M. Brickett,	Assistant in geography.
Fannie B. Deane,	Special assistant.

Instructors in the Model Schools.

Maude S. Wheeler,	Sixth and seventh grades.
Mabel T. Burnham,	Fifth grade.
Cassie L. Paine,	Fourth grade.
Mary E. James,	Third grade.
D. Frances Campbell,	Second grade.
Helen M. Dillingham,	First grade.
Helen L. Newton,	Kindergarten.
Helen L. Gray,	Kindergarten.

Membership and Admissions.

The membership of the school remained during the year at substantially the same figure as before, the number of applicants and the admissions remaining in the same relation to each other. As has been said before, the accommodations of the school have nearly reached their limit, and no material increase in the membership can be permitted. Year by year, a gradual improvement is noted in the average qualifications of the applicants, especially in such subjects as drawing and music, although much in these respects is still left to be desired.

TEACHERS.

Some extension of work and the employment of an additional teacher were recommended last year, with the hope of retaining some graduates of the school for a third year of work. This furnished a convenient occasion for other changes in the work of the undergraduates. Miss Gertrude B. Goldsmith, who is a graduate of Smith College, and who had also taken a special course in this school, having already served for one year as an assistant in biology, was made a permanent teacher. The instruction in psychology has been committed to her, while the principal retains charge of the senior class in the theory and practice of teaching, and also conducts a class for graduates in the history of education. It will probably be desirable and possible to add other work for graduates next year, and the prospects are fair that such additional opportunities will be readily accepted. The graduate students now in attendance are employed a large portion of their time as assistants in the model schools.

In addition to the changes already mentioned, Miss Knight has been assigned to the care of the library, her work in the principal's office being taken by Miss Fannie B. Deane, a graduate of the school in the last class. Miss Deane also teaches one division of the senior class.

MODEL SCHOOLS.

An additional grade in the model schools was opened during the year, and it seems likely that the system will be annually extended until it is complete. Much to our regret, however, the efforts to reopen the kindergarten with the co-operation of the city of Salem were not successful, and it seemed wise to do no more in that direction without such co-operation. The current school year was therefore opened in September without any kindergarten, but at the present time there seems to be a good prospect that the lack will soon be supplied.* There is every reason to believe that the model schools are very satisfactory to the parents whose children attend them. Constant requests are made for the admission of pupils who reside outside the district limits. The schools continue to derive a great deal of benefit not only indirectly but directly also from the assistance of the normal school instructors, whose relations to them continue as heretofore described.

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* Since the writing of this report, the kindergarten has been re-opened.

The graduates of the school continue almost without exception to secure positions as teachers.

STATISTICS.

The usual statistics are here given: —

1. The entire number of students belonging to the school during the year was 226. Of this number, Essex County sent 118; Middlesex, 70; Suffolk, 13; Worcester and Norfolk, 2 each; Hampshire, 1. The State of New Hampshire sent 14; Vermont and Maine, 3 each. The whole number of students connected with the school since its opening in September, 1854, is 4,643.

2. The number of students admitted to the school was 118, of whom 106 were members of the junior class. Of these, 21 had had previous experience in teaching. Of the number admitted, Lynn sent 16; Haverhill, 8; Salem, 7; Cambridge and Danvers, 6 each; Gloucester and Melrose, 5 each; Wakefield, 4; Everett, Medford, Somerville, Stoneham, Peabody and Malden, 3 each; Andover, Boxford, Belmont, Beverly, Reading, Rockport, Winchester, Essex and Manchester, 2 each; Webster, Georgetown, Hamilton, Woburn, Stoughton, Waltham, Northampton, Revere, Newburyport, Chelsea, Salisbury, Hyde Park, Amesbury, and Middleton, 1 each. From New Hampshire came 7; from Maine, 2; from Vermont, 1. The average age of those received into the junior class was 18 years, 9.3 months.

3. The occupations of the fathers of the new students are as follows: Merchants and salesmen, 9; mechanics, 35; farmers, 8; laborers, 16; public officials, 3; foremen and superintendents, 8; engineers and watchmen, 2 each; manufacturers, 6; printer, physician, sea captain, bottler, undertaker and teacher of dancing, 1 each; unknown, 5; dead and not given, 18.

4. The number of graduates from the two years' course, June 26, 1901, was 81. Certificates for one year's special course were awarded to 4. The total number of graduates of the two years' course, in 87 classes, is 2,441; the number of those receiving certificates for one year's special course, 13.

ELMER H. CAPEN,
GEORGE I. ALDRICH,
Board of Visitors

STATE NORMAL ART SCHOOL, BOSTON.

GEORGE H. BARTLETT, Principal.

Instructors.

George H. Bartlett,	Historic ornament, principles of design, blackboard illustration.
Albert H. Munsell,	Drawing and painting from the antique figure and life model, composition, artistic anatomy.
Edward W. D. Hamilton,	
Ernest L. Major,	
Anson K. Cross,	Free-hand drawing, light and shade, perspective, model drawing theory.
Richard Andrew,	
Mercy A. Bailey,	Light and shade drawing from animal form, water-color painting from still life.
Vesper L. George,	Design, free-hand drawing, light and shade.
Laurin H. Martin,	Arts and crafts.
George Jepson,	Descriptive geometry, mechanical drawing and shop work.
Cyrus E. Dallin,	Modeling from antique and life, composition.
Annie E. Blake,	Modeling and casting, design in the round.
Harry J. Carlson,	Building construction, architectural drawing and design.
M. Louise Field,	Drawing in the public schools.
Wilhelmina N. Dranga,	
John L. Frisbie,	Ship draughting.
Anna M. Hathaway,	Curator.

Teaching of Design.

As there is now a larger number of pupils in the school than there has ever been at any period, it has become necessary to provide more time for the teaching of design in the school, that there may not be any break in the harmonious development of the various classes and of their relations to each other; for it has always been the aim of this school, as it is to-day, to insist upon the art element in whatever work is done, without any regard to the medium used. Thus more time has been given by Mr. George to applied design, who yet has brought his classes into close connection with the earliest, elementary work in design of the public schools.

Last spring we were again compelled by the increasing number of students to engage Mr. Laurin H. Martin as additional teacher of design. A small upper room of the school building was equipped for him, where his pupils learn to work out their designs in copper and enamel. With both Mr. George and Mr. Martin there is steady, consistent endeavor to correlate the different branches of art in relation to teaching based upon practical handwork; as when a proposition in design is given to a class to be worked out in metal, leather or glass. However excellent individual methods may be, it is the development of the useful through the beautiful, on nature's lines of truth, that characterizes the teaching of this school.

GENERAL WORK.

In other respects the instruction in the school has proceeded on the same lines as heretofore, the direct fitting of the pupil to be the teacher being always its most prominent factor.

OBSERVATION AND PRACTICE.

The members of the public school class during their second term are sent into various public schools upon the designation of their superintendent, and as volunteer assistants to the regular teacher of a room are doing excellent work in observation and practice in relation to drawing. They thus familiarize themselves with school methods; they test their own powers of initiative and discipline, and they acquire humility.

On graduation from the Art School many of the students have taken the city's (Boston) examination for teachers of drawing, and have obtained excellent positions.

LECTURES.

A valuable course of lectures, open to the public, was given last winter by members of the faculty of the school. Mr. Leslie W. Miller, principal of the School of Industrial Art in Philadelphia, also gave three lectures, which were alike inspiring and practical.

SATURDAY CLASSES.

On Saturdays, during the winter, special classes connected with the alumni association of the school meet in its rooms, or special lectures are given by various associations or individuals.

GRADUATES.

The graduates of the school are increasingly found in positions of honor. Robert W. Vonnoh and John N. Marble, portrait painters; Walter L. Dean, marine painter; William S. Robinson, landscape painter; Will L. Taylor, illustrating artist; S. Herbert Adams, George T. Brewster, Herman A. MacNeil, sculptors, — are artists who, we are proud to remember, were once students at this school; while many of the heroic groups of sculpture at the Pan-American Exposition, Buffalo, were also wrought by its former pupils.

Among honored superintendents, supervisors and principals who first studied at the Normal Art School are the names of Leslie W. Miller, principal of the School of Industrial Art, Philadelphia; Walter S. Perry, principal of the art department of Pratt Institute, Brooklyn, N. Y.; William Woodward, professor of art, Tulane University, New Orleans, La.; Frank F. Frederick, professor of art, State University of Illinois; Walter S. Goodnough and Frank H. Collins, supervisors of drawing in Greater New York; William A. Mason, supervisor at Philadelphia; James Hall, at Springfield, Mass.; and Olaf M. Brauner, Charles W. Furlong and Alden K. Dawson, instructors of art at Cornell University, and G. Walter Dawson at the University of Pennsylvania.

Surely with the work of such men constantly presented to the pupils of our school, its standard is raised and honorable emulation aroused.

Statistics.

The statistics of the school from Oct. 1, 1900, to June 20, 1901, are as follows: —

1. Total number of students, 324, — males, 52; females, 272. Number in attendance at the present time (Oct. 23, 1901), 293.

2. Average age of the students, 23 years.

3. Graduates in June, 1901: public school class, 24; class in mechanical drawing, 4; class in industrial drawing, 15; total, 43.

4. Appointments since Oct. 1, 1900, of past pupils to be teachers and supervisors of drawing, 34.

5. Number of students from the several counties in the State, 1900–1901: Berkshire, 4; Bristol, 4; Dukes, 1; Franklin, 2; Essex, 29; Hampden, 4; Hampshire, 2; Middlesex, 91; Norfolk, 19; Plymouth, 11; Suffolk, 112; Worcester, 19. Students from other States are distributed as follows: Maine, 5; New Hampshire, 4; Vermont, 2; Rhode Island, 2; Connecticut, 3; Pennsylvania, 2;

Illinois, 1; Wisconsin, 1; Missouri, 1; Minnesota, 1; Indiana, 2; Colorado, 1; New Brunswick, 1. Total from other States and Massachusetts for the year, 324.

6. Occupations of fathers of students, 1900–1901: professions, 17; insurance, 6; manufacturers, 8; contractors and builders, 10; merchants and traders, 48; farmers, 15; teachers, 5; mechanics, 24; commercial business, 21; other callings, 89; total, 243. Deceased, 60; retired, 21; total, 324.

KATE GANNETT WELLS,
GEORGE H. CONLEY,
ELIJAH B. STODDARD,
Board of Visitors.

STATE NORMAL SCHOOL, WORCESTER.

E. HARLOW RUSSELL, PRINCIPAL.

INSTRUCTORS.

E. HARLOW RUSSELL,	Theory and art of teaching, reading, psychology of childhood.
REBECCA JONES,	Supervision of apprentices, elementary methods, sewing, cooking.
CHARLES F. ADAMS,	Arithmetic, geography, geology, physics.
HELEN F. MARSH,	Music, drawing.
ARABELLA H. TUCKER (clerk),	History of education, botany, arithmetic, penmanship.
OLIVE RUSSELL,	Assistant kindergartner.
ANNA P. SMITH (librarian),	Supervision of apprentices, arithmetic, algebra, geometry.
AMY L. BOYDEN,	Teacher of the primary class, elementary methods.
HENRIETTA A. MURRAY,	Gymnastics, school games.
FRANK DREW,	Physiology, psychology, principles of teaching, nature study.
HORACE G. BROWN,	English grammer, literature, composition, history.
EDWARD L. SUMNER,	Choral singing.
ANNIE B. CHAPMAN,	Supervision of apprentices, United States history.
ROBERT S. BALDWIN,	Civil government, English.
FANNIE L. PLIMPTON,	Head kindergartner.

Ample facilities for observation and practice (apprenticeship) are afforded in the public schools of Worcester, the Memorial Hospital and the Worcester County Truant School at Oakdale.

IN GENERAL.

The visitors feel that no lengthy report of the condition of this school is called for at the present time. They have noted with satisfaction, as in past years, its continued harmony, prosperity and efficiency.

The graduating class in June was the largest in the history of the school, numbering 66 and including four college graduates. Though much larger than usual, the class is believed to have been of a quality fully up to the standard that has for years been maintained at this school. More than four fifths of its members had voluntarily lengthened their course to three full years.

Several had already at the time of their graduation made engagements to teach, and a large proportion of the class are now (October) in active service in various towns of the Commonwealth.

THE FACULTY.

The teachers who were added to the staff a year ago have proved capable and acceptable, and are doing good work in their several departments. There is still need, however, for an additional instructor in science, who shall also act as supervisor of the science teaching of our apprentice classes, and a moderate salary for such a teacher has accordingly been included in our estimates for the coming year.

The teaching of the elements of science, or "nature study," as it is more popularly styled, has become in recent years a prominent part of the course in all grades of our public schools in city and country. Its rather sudden advent found many teachers unprepared, in point of both knowledge and skill, to adapt their lessons to the capacities and needs of their pupils, so that complaint has been made by men of science that much of the elementary teaching of the day in this important department is inadequate, ill-proportioned and futile. If such a state of things exists, it calls for remedy, and this can be provided, in part at least, by sound and suitable training in the normal schools, supplemented by competent supervision of the practice of the student-teachers.

LABORATORY.

In this same connection the visitors also call attention to the fact that the school at Worcester is without any proper chemical laboratory or lecture room, and that in consequence of this lack the subjects of chemistry and physics have received less systematic attention here than modern conditions demand. Not that these branches have been wholly neglected; but, in view of the fact that the excellent high schools which furnish a majority of our pupils generally maintain good courses in these sciences we have felt warranted in assuming in our entering classes a knowledge of them which in many instances they perhaps did not possess. Moreover, in a normal school there should be training in the best methods of teaching these fundamental branches, at least in their elements and some of their common applications, which can only be given in a laboratory. Hence we shall ask the Legislature for a special appropriation sufficient to place this school in line with the other normal schools of the State, every one of which has been liberally provided with the necessary facilities for studying these important subjects, as required by the course of studies adopted by the Board of Education.

THE NEW BOILER.

The heating apparatus of our main building has been strongly reinforced during the summer vacation by the setting up of a new sixty-inch horizontal tubular boiler, made by Messrs. C. Stewart & Son of Worcester, which has been officially inspected and approved, and bids fair to render our equipment adequate to all needs for some years to come. The total cost of the boiler and its connections was slightly in excess of the sum ($2,500) appropriated by the last Legislature (chapter 52, Resolves of 1901) "for new boilers and necessary heating apparatus," as it was found that certain rather extensive changes in the piping had to be made in order to equalize the distribution of heat under the new conditions.

THE GROUNDS.

The picturesque tract of ground upon which this school is situated has been greatly enriched and beautified in the course of years by the constant attention bestowed upon it by teachers and students. The semi-annual "arbor days," as observed here, are not picnics nor rhetorical exhibitions, but days of diligent and organized work, intelligently devoted to the slow process of transforming what was a wild, rocky pasture twenty-five years ago into a well-kept area of ample extent and varied surface, which has been made to combine to a considerable degree the characters of a playground, a park and an arboretum. Trees, shrubs, vines, ferns and mosses of many kinds (mostly native to the region), to the number of many hundreds, have been transplanted, until at length a process of systematic pruning and thinning out has actually become necessary. The store of vegetable species thus accumulated constitutes a sort of botanical museum, and affords many illustrations as well as incentives in the study of this great realm of outdoor nature.

STATISTICS.

The statistics hereto subjoined give a convenient conspectus of the main facts that make up the history of the school during the year 1900–1901: —

1. Number of different students for the year 1900–1901, 206.

2. Number admitted in September, 1901, 69; number admitted since the opening of the school in 1874, 1,718.

3. Average age of pupils last admitted, 18 years, 5 months.

4. Residence of pupils last admitted: Worcester County, 67; Vermont, 1; Illinois, 1; total, 69.

5. Occupations of pupils' parents: mechanics, 24; farmers, 8; merchants, 5; overseers, 3; teamsters, 2; laborers, 2; contractors, 2; engineers, 2; carriage painters, 2; coachmen, 2; retired, 2; clergyman, fireman, moulder, tailor, wood carver, civil engineer, policeman, clerk, manufacturer, bookkeeper, landlord, inspector, 1 each; unknown, 3; total, 69.

6. Number in the graduating class, June, 1901, 66; number of graduates since 1876, 957.

7. Average age of the last graduating class, 21 years, 5 months.

8. Library: reference books reported last year, 5,725; volumes added the present year, 231; total, 5,956. Text-books reported last year, 6,992; volumes added the present year, 119; total, 7,111. Whole number of volumes in the library, 13,067.

E. B. STODDARD,
ELMER H. CAPEN,
Board of Visitors.

STATE NORMAL SCHOOL, FITCHBURG.

JOHN G. THOMPSON, Principal.

Instructors in the Normal School.

John G. Thompson,	Pedagogy.
E. A. Kirkpatrick,	Psychology.
Preston Smith,	Natural sciences.
Helen M. Humphrey,	Mathematics.
Flora E. Kendall,	English.
Nellie B. Allen,	Geography.
Florence M. Miller,	History.
Annette J. Warner,	Drawing.
Elizabeth D. Perry,	Music and physical culture.
Abby P. Churchill,	Nature study.
Joseph T. Whitney,	Manual training.

Instructors in the Practice and Model Schools.

Charles S. Alexander,	Principal.

The teachers in the normal school supervise the teaching of their respective subjects in the model and practice schools.

Instructors in the Practice Schools.

Mattie A. Cole,	Supervisor in primary grades.
Mary I. Chapin,	Supervisor in primary grades.
Matilda B. Doland,	Supervisor in grammar grades.

Instructors in Model Schools.

Florence E. Scott,	Principal of kindergarten.
Georgiana H. Jubb,	Assistant in kindergarten.
L. Frances Jones,	First grade.
Ida M. Austin,	Second grade.
Mary McConnell,	Third and fourth grades.
Margaret M. Slattery,	Fifth and sixth grades.
Annie K. Kirby,	Seventh and eighth grades.
Blanche L. Russell,	Ungraded.
Mary L. Merrill,	Ungraded.

Relation to the Public Schools.

The general plans and purposes of the work in the Fitchburg Normal School are entirely satisfactory; for the past year, therefore, there have been only such slight modifications as experience seemed to demand. The idea from the first has been to relate the work of the normal school itself as closely as possible to that of the public schools. Experience confirms the wisdom of this plan, and the purpose is to continue the work in this direction. It may be called professional work, if that is thought to be the best description of it; but, whatever the name used, it helps the students to realize that the proper preparation for teaching includes more than the mastery of the subject; that the content of the child's mind is still more vital than the content of the topic of the lesson. This habit of considering their work in the normal school as directly related to the work of the public schools unconsciously brings the students into a right attitude towards their work as a whole. The thought of the child holds rank with the thought of the topic in all the work of preparation. This plan of work seems to be right in theory; it has also been found to work well in practice.

Extension of the Course.

The question of a longer term of study for the normal schools has solved itself, so far as the Fitchburg school is concerned. The permission which the Board now gives for an increase of time for study and practice was granted at the suggestion of the principal of this school, and the attempt to realize its benefits here has been eminently successful. The visitors find that there has been a growing demand for the teachers who have taken this advanced training. The graduates from this course are invited to the best schools in this and other States, and, for the service which they are able to give, the authorities are ready to pay higher salaries. These students thus begin their work under better conditions, and will, other things being equal, take higher rank in their profession. The experience of those who have taken this course has been so pleasant and profitable as fully to confirm these statements. A further proof of this is the fact that the principal has more applicants for this course than he can receive, and none who have graduated successfully therefrom fail to find desirable situations. Nor is it a small matter that the instruction given during the year of study following the year of teaching in the public schools falls like seed into good ground.

Students from a Distance.

In some of its departments the school needs additional equipment, in the way of books and illustrative material. But perhaps the question most sharply brought to the visitors at this time is this : How can we best provide for some forty students who come from a distance? The price of board in the city of Fitchburg is more than the average normal school student ought to pay. Add to this the fact that, as the railroad trains are now running, a large number of the students are either forced to live in Fitchburg or to reach their homes at a late hour. The most serious difficulty still remains. As matters now are, these young women are largely deprived of proper home influences. We rightly say that character is the one most important element in the teacher's equipment. But character includes something more than virtue. It includes refinement, grace of manner, charm of personality, — that peculiar all-round graciousness which comes from living in a refined and cultured home. No normal school can do its best work for the State which has not the control of its pupils when the school is not in session as well as when it is. If the students are boarded here and there, one most important part of their training is neglected. The social, moral and health conditions of the pupil's daily life are weighty matters that cannot be disregarded. The whole subject should be carefully considered, and the best plan, whether by the erection of a dormitory or otherwise, for meeting the needs of those who come from distant homes, be determined.

Lectures.

Lectures and subjects for the past year have been as follows : —

Mr. Leon H. Vincent, Philadelphia, Pa. (four lectures) : —
  Kings of the Pulpit in Colonial Days.
  Benjamin Franklin as a Man of Letters.
  American Humorists, — Artemus Ward to Mark Twain.
  Barrie and the New Scottish Fiction.
Prof. Hiram Corson, Cornell University (four lectures) : —
  Culture of the Voice.
  Lecture-reading, — "Saul."
  The Rectification of the Intellect, — Browning's Message in "The Ring and the Book."
  What is Literature, and what should a Literary Education signify?

Prof. John M. Tyler, Amherst College (two lectures) : —
  A Natural Education.
  Development.
Mrs. Alice Freeman Palmer, Cambridge, — The Cambridge Poets.
Mr. Henry A. Clapp, Boston, — Shakespearean Lecture-Readings (two lectures) : —
  Henry IV.
  King Lear.
Prof. George H. Palmer, Harvard University, — The Nature of Goodness (seven lectures) : —
  Goodness in General.
  Self-consciousness.
  Self-direction.
  Self-development.
  Self-sacrifice.
  Ideals of Conduct.
  Conclusion.

STATISTICS.

The statistics for the year ending Aug. 31, 1901, are as follows : —

1. Number of students for the year, 113, — 111 women, 2 men; number in the entering class, 63 women; number of graduates for the year, 22 from the regular two years' course; number receiving certificates for special courses, 5.

2. Whole number of students admitted since the opening of the school, 359, — 352 women, 7 men (this number includes the class entering in the fall of 1901).

3. Number of States represented in the membership of the school for this year, 4.

4. Number of counties in Massachusetts represented, 5.

5. Number of towns in Massachusetts represented, 24.

6. Average age of entering class, 20.5 years.

7. Number who have had experience as teachers, 16.

8. Occupation of parents: merchants, 6; farmers, 11; laborers, 18; mechanics, 14; missionary, 1; officials, 4; firemen, 2; teamsters, 2; not living, 5.

J. D. MILLER,
ALICE FREEMAN PALMER,
Board of Visitors.

STATE NORMAL SCHOOL, NORTH ADAMS.

FRANK FULLER MURDOCK, Principal.

Instructors in the Normal Department.

Frank Fuller Murdock,	Psychology, pedagogy.
Roland W. Guss,	Science.
Charles H. Stearns,	Manual training.
Lyman R. Allen,	History, history of education, school laws, geography.
Walter Sargent,	Drawing, painting.
Rosa E. Searle,	Mathematics, music.
Catherine W. Parker,	English, vocal expression.
Annie C. Skeele,	Physiology, physical culture.
Donna D. Couch,	School organization and management.
Eva L. McConkey,	Kindergarten philosophy.
Lilian S. Daniels,	Kindergarten occupations.

Instructors in the Grammar and Primary Departments.

Donna D. Couch,	Principal.
Harriet P. Ryder,	Assistant, ninth grade.
Grace L. Donelson,	Assistant, eighth grade.
Hannah E. Magenis,	Assistant, seventh grade.
Hannah P. Waterman,	Assistant, sixth grade.
Agnes E. Walker,	Assistant, fifth grade.
Emily D. Stacy,	Assistant, fifth grade.
F. A. Clarke,	Assistant, fourth grade.
Ada B. Bragg,	Assistant, fourth grade.
Susan G. Lombard,	Assistant, third grade.
Sarah E. Bower,	Assistant, third grade.
Emma H. Tingue,	Assistant, second grade.
Rosa Romney,	Assistant, second grade.
Susan A. Cleghorn,	Assistant, first grade.
Jessie Simonson,	Assistant, first grade.
Annie Boyd,	Musical interpretation.
Charles H. Stearns,	Manual training.
Lyman R. Allen,	History, geography.
Walter Sargent,	Drawing, painting.
Annie C. Skeele,	Physiology, physical culture.

Instructors in the Kindergarten Department.

Eva L. McConkey,	Principal.
Lilian S. Daniels,	Assistant.
Annie Boyd,	Pianist.
Charles H. Stearns,	Manual training.

Changes in Teachers.

The changes in teachers have been as follows: Miss Parker resumed work February 1, after a leave of absence of six months. Miss Bartlett resigned to be married, and Miss Searle was transferred to the position. Miss Pearson was given a year's leave of absence for study in Europe, and Mr. Walter Sargent, assistant State agent for the promotion of industrial drawing, takes the department of art in her absence, giving instruction at the school three days of each week. Miss Harriet P. Ryder was transferred from the eighth to the ninth grade, in place of Miss Searle, and Miss Grace L. Donelson was appointed to the eighth grade. Miss Marion L. Webster resigned to pursue advanced study at Radcliffe, and Miss Hannah P. Waterman was transferred from the fifth to the sixth grade, in her place. Miss Emily D. Stacy was appointed to the fifth grade. Miss Collins resigned to be married, and Miss Rosa Romney was elected to fill the vacancy thus occurring in the second grade. Miss Fiske resigned to take up the study of music, and was succeeded by Miss Jessie Simonson.

Demand for Graduates.

The graduates of the school are in great demand. Every member of the graduating class of 1901 was employed in teaching before the opening of the schools in September. A majority of the graduates found positions in Berkshire County. The minority ranged eastward from the Connecticut valley to the vicinity of Boston.

Vacation Study.

During the winter vacations of 1901 the school was thrown open to all teachers who wished to spend their vacations in study at this school. Fourteen teachers availed themselves of the opportunity, and joined our regular classes for intervals ranging from two to ten weeks. Great profit came to these special students, as evidenced by the reports of some of their superintendents. The regular students were directly stirred to greater effort by the ambition and persistence of these special students. Similar opportunities have been asked and will be freely granted the coming winter.

Growth of the School.

The growth of the school is steady and sure, the entering classes of September, 1901, numbering 38, in the regular two years' course, 6 in the kindergarten course, 3 in graduate courses, and 4 in special courses, representing 27 cities and towns. The total membership represents 33 cities and towns. Students to the number of 29 graduated this year. Persons who have been members of this school during the past two years have taught in 65 cities and towns.

DORMITORY.

The need of a dormitory admits of no argument. Our condition admits of no other means of caring for 60 students and teachers now boarding. The increase over last year is 25 per cent., and the difficulty of provision is far worse. If an appropriation should be granted in the spring of 1902, the building would not be available before the spring of 1903. It is urgently recommended that an appropriation for a dormitory, to be erected upon the present school lot, be asked at the coming session of the Legislature.

STATISTICS.

Statistics for the year ending Aug. 31, 1901, are as follows: —

1. Number admitted in September, 1900, 37, — all women. Whole number enrolled during the year, 94, — men, 1; women, 93. Number of graduates, 29.
2. Average age of entering class, 19 years and 10 days.
3. Whole number of students who have been members of the school, 215.
4. Number of students from Massachusetts: Berkshire County, 64; Franklin, 13; Hampshire, 6; Worcester, 2; Essex, 1; Barnstable, 1; Vermont, 3; New Hampshire, 1; Connecticut, 1; Montana, 1; Minnesota, 1. Cities and towns represented: Massachusetts, 31; scattering, 7.
5. Occupations of parents: farmers, 18; mill operatives, 9; merchants, 7; mechanics, 7; salesmen and clerks, 4; blacksmiths, 3; engravers, 3; laborers, 3; teachers, 3; mill overseers, 3; engineers, 2; expressmen, 2; superintendent of mills, policeman, hotel proprietor, clergyman, freight conductor, official, manufacturer, printer, pattern maker, janitor, contractor, carpenter, 1 each.

CLINTON Q. RICHMOND,
E. B. STODDARD,
Board of Visitors.

STATE NORMAL SCHOOL, HYANNIS.

W. A. BALDWIN, Principal.

Instructors in the Normal School.

W. A. Baldwin,	Psychology, pedagogy, history of education.
Bertha M. Brown,	Biology, mathematics.
Annie S. Crowell,	Physical training.
Hannah M. Harris,	English, history.
Frederic H. Holmes,	Geography, manual training, physics.
Minerva A. Laing,	Chemistry, mineralogy, drawing.
Edmund F. Sawyer,	Vocal music.

Instructors in the Training School.

Richard W. Marston,	Principal, eighth and ninth grades.
Annie H. Chadwick,	Sixth and seventh grades.
Isadore M. Jones,	Fifth and sixth grades.
Mabel M. Kimball,	Third and fourth grades.
Clara M. Wheeler,	Principal of primary department, second grade.
Ida E. Finley,	First grade.

Improvements in School Work.

During the current year two movements have been inaugurated at Hyannis which seem worthy of careful consideration, viz., the introduction of the school garden into the regular work of the training school, and the extension of a system of daily exercises, games and reports, in connection with the physical training of normal students.

Physical Training.

This school has from the first paid much attention to the physical condition and development of its students. With the opening of the current year, however, important changes have been introduced. One full hour per day is devoted by the junior class to physical exercises, under the direction of the physical instructor. Over half of the work takes the form of games, such as basket ball, curtain ball and the like. When the weather permits, this work is done out of doors, but otherwise in the gymnasium. A great deal of enthusiasm has been awakened, and students often take one or two hours for exercise in the open air besides the required recitation hour. As a partial preparation for this daily training of the body and in strict accord with it is a brief report which each student passes to the physical director at each recitation in the subject. This report covers the following points, viz.: —

Name,
Date, Day,
1. Sleep.
    Continuous, or broken?
    Time of retiring? Of waking?
    Of rising?
2. Bathing.
    Kind of bath? When?
3. Food.
    Breakfast. Fruit? Cereal? Coffee?
    Between meals?
4. Study.
    Number of hours outside of school session?
5. Muscular exercise in addition to regular gymnasium work.
    Number of hours?
    Kind?

That part of the physical training which requires violent exercise is given at such a time that it may be followed by shower baths, which are much appreciated.

The senior and advanced classes continue to have but two regular class exercises in physical training per week, but are encouraged to take regular daily exercise independently.

The work of the junior class is an attempt to try the experiment of putting into practice what has been so long preached, viz., put physical training on the same basis with mental training. If the experiment should prove as satisfactory as now seems probable, the work will soon be extended to the whole school.

The physical training is being greatly modified in the training school. The Swedish gymnastics, which is used as the basis of the work, is being very largely supplemented by the use of games. Teachers are also trying to vary their work more, giving much work which will allow the children to move about, both out of doors and in the schoolroom, thus relieving them of the nervous tension which comes from too long sitting in one position at a desk.

THE SCHOOL GARDEN.

The school garden work was started in the spring of 1901, with the seventh grade class, consisting of seventeen boys and girls. At first the class was divided into groups of four or five each, and each group wrote to a seed man for a catalogue. The best letter of the group was copied on official paper and sent.

They then measured the ground, using the tables for linear measure, and plotted it off for different kinds of vegetables. This gave them good practice in connection with language and arithmetic work and mechanical drawing. The ground was plowed, harrowed and fertilized, and the seeds were furnished by the State. The pupils then planted the seeds, noting the time when the various seeds were planted and the time when they came up, keeping their records in books furnished for the purpose. They then did some work in germination, using seeds which had been planted particularly for this purpose. With the first appearance of the young plants they began to observe and compare the growth of the different kinds of plants. They hoed and weeded the garden as long as the school continued. The first radishes were sold to the dormitory, a check was given, and they were taught something of simple banking. No attempt was made to have the children do any of the work during the summer vacation. With the opening of school in the fall they again assumed the care of the garden, picked and sold tomatoes, studied different kinds of seeds and fruits, saved seeds for next year's planting, and did something in the way of the study of animal life connected with the garden. The work was put in as a regular part of the school work, and was done during school hours.

The pupils have been interested in the work. It has added zest to all of their other school work, making it more real, leading them to understand its application and its value in their own lives. The sale of vegetables from the garden will amount to something over $25, and this money all goes to the class, to be used as they and their teachers think best. This and similar work is proving so helpful and stimulating that it is being gradually extended. It not only quickens the children mentally and adds to their interest in school work, but it is very helpful from the physical side. They are not, for so long a time, tied to their desks and obliged to sit in constrained positions; they move about; the old routine is broken up. The children work at their desks awhile, and then they do something with their hands, and then they work at their desks again. In this way children can stand more hours of school work without the nervous stress and strain which is too prevalent in many a modern school.

When this kind of work has been in operation for some time, it has been found that the reading, writing, arithmetic and language work are all better done, but, lest any one shall fear that these older subjects may perchance be neglected, it has seemed wise to the school committee to make the afternoon session one-half hour longer for all grades above the third. The school now opens at 1 o'clock and closes at 3.45 o'clock. At about the middle of the afternoon the children go out of doors to study something in the garden or field, or to the laboratory for work there, or to the gymnasium for work in physical training.

MATERIAL IMPROVEMENTS.

Several improvements along material lines seem worthy of mention.

In the report of last year the filter beds, which had been constructed under the direction of the State Board of Health to receive the overflow from the cesspools, were described. These beds seemed to be working well, but two or three neighbors still continued to complain of disagreeable odors when the wind was in a certain direction. The Legislature was therefore asked to appropriate a sum of money necessary to entirely renovate the sewage system. A bill was passed, appropriating $900 for this purpose. A competent engineer was engaged, who drew up a plan for the disposal of the sewage under ground. This plan received the approval of the State Board of Health and is now in successful operation, and every one seems satisfied.

The dormitory is heated by steam from the plant located in the school building. The school building was from the first supplied with thermostats, which have worked very well. It has not been difficult to furnish a sufficient supply of heat for the dormitory, but oftentimes when one room has been at 70° another room on a higher floor has been at 90°; it has thus been very difficult to so regulate the heat as to have all parts of the dormitory comfortable at the same time. After careful consideration, it seemed possible, by rigid economy in other lines, to inaugurate a system of temperature regulation which should make the dormitory more comfortable, and save in the consumption of fuel. The Weld Manufacturing Company's system of heat regulation has been selected, and is working satisfactorily.

For some time small portions of plastering have occasionally fallen from the ceilings in different parts of the normal building. Fortunately these falls came usually in the night, when no one was about, and so no one had ever been injured. Several portions had fallen at different times in the main hall, and, as there were many suspicious looking cracks, it seemed that something besides the frequent patching must be done. After consulting with the architects and considering different propositions, it was decided to cover the ceiling with buckram and panel it with strips of moulding. The matter was put into the hands of L. Haberstroh & Son. The ceiling was treated and the side walls painted. The result is a very beautiful room. The offices have been treated in a similar way. Sooner or later every ceiling in this building, and probably those in the dormitory, will need to receive a treatment of like nature.

During the year a room which was not needed for regular school work has been provided with cabinets and glass cases for the reception of the flora and fauna of the region. Many specimens have already been contributed to the school. It seems probable that the school will gradually accumulate a collection which will be of interest not only to the school but to the community.

TEACHERS.

The teaching force at the normal school has remained unchanged, with the exception of the department of physical training. This work has been in charge of a teacher of the training school until this year. It is now in the hands of Miss Annie S. Crowell, a member of the advanced class, who has been three years in the school, and who has taken a course in physical training at Harvard.

In the training school it was found necessary to select three new teachers. In January Miss Maria Fuller, who had served the school very acceptably as principal of the primary department for over two years, was obliged by ill health to resign. In a few weeks Miss Fuller died. Competent substitutes were put in charge of the work of Miss Fuller's room for the remainder of the school year. Meanwhile, careful search was being made in many directions for a teacher of the right preparation and experience to assume the leadership in the primary department of the school. The result was the selection of Miss Clara M. Wheeler, a graduate of the Bridgewater Normal School, a teacher of experience in various kinds of schools, and recently principal of one of the training schools connected with the Providence Normal School. During the summer, resignations were received from Mrs. Wilbar of the sixth and seventh grades and from Miss Catharine L. Bigelow of the fourth grade. Mrs. Wilbar had been in the service of the town for seventeen years, and children, parents and officers were much grieved to have her go. Miss Bigelow accepted a position as physical director in the Roxbury high school. In the year that she spent in the training school she made many friends, who were sorry to part with her. Mrs. Wilbar's place was taken by Miss Annie H. Chadwick, a graduate of the Bridgewater Normal School and a teacher in the Fall River Training School. Miss Bigelow's place was taken by Miss Mabel M. Kimball, a graduate of the Salem Normal School, and recently a teacher in the Maplewood school of Malden.

STATISTICS.

The statistics for the regular session are as follows: —

1. Number of students registered Sept. 13, 1901: men, 4; women, 43; total, 47.

2. Number of students registered since Sept. 9, 1897: men, 24; women, 146; total, 170.

3. Average age of entering class when admitted, 18 years and 9 months.

4. Number who have had experience as teachers, 1.

5. Residence of pupils: Barnstable County, — Barnstable, 2; Brewster, 1; Cotuit, 2; Dennis, 1; Eastham, 1; Harwich, 1; Orleans, 1; Provincetown, 5; Yarmouth, 3; total, 17. Bristol County, — Pottersville, 1. Essex County, — Newburyport, 1. Middlesex County, — Waverley, 1. Nantucket County, — Nantucket, 1. Norfolk County, — South Braintree, 1. Total, 23.

6. Occupations of pupils' parents: carpenters, 3; farmers, 3; sea captains, 2; livery stable keeper, keeper of life-saving station, telegraph operator, physician, gardener, potter, cranberry grower, travelling salesman, machinist, grocer, mason, painter, dealer in furniture, hotel manager, car builder, 1 each.

SUMMER SESSION.

The summer session continues to be an important factor in the work of the school. It grows in power and influence from year to year. Never have the members of the faculty and students worked with such unanimity and enthusiasm as during the past summer.

With but one exception, the members of the faculty had been in the school for previous summers. Several students had been in the school from its inception; many others had been in attendance for two or three summers.

It was possible to commence regular work on the very first day of the session. Very soon every one understood the character of the work expected, and became imbued with the spirit of the school.

One new feature this summer was the offering of a course for superintendents of schools. So many superintendents have recently entered upon the duties of their office without experience or training in methods of the primary and grammar schools, that there seemed to be a field for such a course. A large number of the superintendents of schools were given an opportunity to express themselves regarding the desirability of such a course. So many favorable letters were received that it seemed well to introduce the work tentatively for one or two summers. Superintendent Carroll of Worcester was secured to have particular charge of the work in supervision.

Ten men took this course, and every one of them expressed himself as well satisfied with the same. It seems desirable to continue this course for another summer.

The faculty for the summer session consisted of the following: —

W. A. Baldwin,	Principal.
Edmund F. Sawyer,	Instructor in music, State Normal School, Hyannis.
Mary E. Laing,	Formerly instructor in pedagogy, State Normal School, Oswego, N. Y.
Clarence F. Carroll,	Superintendent of Schools, Worcester.
Elizabeth H. Spalding,	Instructor in English, Pratt Institute, Brooklyn, N. Y.
Charles P. Sinnott,	Instructor in geography, State Normal School, Bridgewater.
Ida H. Hyde,	Instructor in zoölogy, University of Kansas.
C. L. G. Scales,	Instructor in history, State Normal School, Oswego, N. Y.
Frederic L. Burnham,	Supervisor of drawing, New Haven, Conn.
Harlan P. Shaw,	Instructor in minerals, State Normal School, Bridgewater.
Sarah J. Walter,	Instructor in arithmetic, State Normal Training School, Willimantic, Conn.

The students were 103 in number. A statement of their experience and preparation is given in the following table: —

Average age (years),	27
Average years of experience,	5¾
Number of students graduated from college,	16
Number of students graduated from normal schools,	11
Number of students graduated from training classes,	11
Number of students graduated from high schools,	74
Number of students who had attended college,	12
Number of students who had attended normal schools,	28
Number of students working for diploma,	39

GEORGE I. ALDRICH,
ALICE FREEMAN PALMER,
Board of Visitors.

STATE NORMAL SCHOOL, LOWELL.

FRANK F. COBURN, PRINCIPAL.

INSTRUCTORS IN THE NORMAL SCHOOL.

FRANK F. COBURN,	Psychology, principles of education, school organization and school government.
HUGH J. MOLLOY,	Mathematics.
MABEL HILL,	History, civil government and history of education.
ANNA W. DEVEREAUX,	Kindergarten theory and practice and child study.
ADELIA M. PARKER,	Supervision of practice work.
LYMAN C. NEWELL,	Chemistry, physics and geography.
AMY R. WHITTIER,	Drawing.
VESTA H. SAWTELLE,	Music.
MARY HUSSEY,	Reading, vocal training and physical culture.
MABEL C. BRAGG,	English grammar, rhetoric and literature.
CAROLYN L. MORSE,	Zoölogy, botany and physiology.

INSTRUCTORS IN THE MODEL SCHOOL.

CYRUS A. DURGIN,	Principal.
BELLE A. PRESCOTT,	Assistant.
CHARLOTTE M. MURKLAND,	Assistant.
BLANCHE A. CHENEY,	Assistant.
BELLE F. BATCHELDER,	Assistant.
AMY L. TUCKE,	Assistant.
MARIA W. ROBERTS,	Assistant.
MARY E. WALSH,	Assistant.
CARRIE E. ERSKINE,	Assistant.
MARY I. HOWE,	Assistant.
FANNIE M. SPOONER,	Assistant.
BERTHA J. CURTIS,	Assistant.
ALICE D. SUNBURY,	Assistant.
FRANCES CLARK,	Assistant.
ALICE G. BARRETT,	Assistant.
AMY R. WHITTIER,	Drawing.
VESTA H. SAWTELLE,	Music.
E. BELLE PERHAM,	Kindergarten.
EDITH A. ANDREWS,	Kindergarten.

IN GENERAL.

The completion of the fourth year of its existence finds the school in a prosperous condition and well established in the work of training teachers for the public schools of the State.

Three classes have now gone forth from the school, and the graduates are with few exceptions engaged in the work of teaching.

Graduation exercises were held on June 25 of this year, and diplomas were awarded to 38 pupils, — 33 in the regular course and 5 in the kindergarten course; certificates were awarded also to 20 pupils for the completion of a special course of one year. As the result of the entrance examinations, 71 pupils were admitted in September.

CHANGES IN THE SCHOOL.

At the close of the school year in June Miss Laura A. Knott and Miss Grace D. Chester resigned their positions in the school. Miss Knott had been connected with the school from the beginning, and had charge of the English department; she resigned to become principal of Bradford Academy. Miss Chester had been an instructor in the school for three years, and had arranged and taken charge of the department of biology. Each of these teachers had been eminently successful in her department, and her resignation was regretted by all who knew her or her work. The vacancies caused by these resignations were filled by the appointment of Miss Mabel C. Bragg and Miss Carolyn L. Morse as instructors in literature and biology respectively. Miss Bragg came from the Providence, R. I., Normal School, where she had been engaged in similar work; Miss Morse is a graduate of Wellesley College, and had taught in the Western Seminary and College at Oxford, O.

THE PRACTICE SCHOOL.

The work of the Bartlett school, in which the normal students practise, is maintained at a high standard, as is evinced by inspection of the grades there and by the subsequent career of its graduates when they enter the high school. By the co-operation of the teachers of the normal and Bartlett schools and by untiring effort and constant supervision and vigilance it is effected that the students of the normal school can have a maximum of practice in the everyday work of the schoolroom without causing the children to suffer or the work of the grades to deteriorate. Two teachers in the Bartlett school resigned their positions in June,—Miss Grace B. Alvord and Miss Viola G. Burr; since then the Lowell school committee has elected, on the nomination of the principal of the normal school, Miss Alice G. Barrett, who had been a teacher in the public schools of Concord, Mass.

At the present time the practice teaching of the normal students is arranged as follows: the senior class is separated into three divisions, and each division is given one third of the year for practice; the members of the first division are assigned to the various grades of the Bartlett school, and each enters upon her work there with the assistance of the regular teacher to whose room she has been assigned, and under the supervision of the principal of the Bartlett school and the critic teacher, who is one of the normal school corps. At the end of four weeks the students are changed to other grades; as a result, each student can have experience in both upper and lower grades. The afternoon work of the students is at the normal school with the critic teacher, and the time is devoted to criticism, details of teaching and preparation of new work for their classes. At the end of eight weeks the first division is recalled and the second division goes out; eight weeks later, the third division goes; so during the first half of the year each senior will have had or will have entered upon eight weeks of varied practice, and each, before taking up her second practice term of four weeks, will have spent at least sixteen weeks in the work of the normal school proper. This plan has much to recommend it; we might say briefly that it seems to give a fair test of the teaching ability and promise of the student early in the second year, and that it gives the student considerable experience without too much strain or protracted effort.

In the junior year the students visit the Bartlett school and study the work of all the grades in each branch of study under the guidance of the normal school teachers; in addition to this, they visit the kindergarten schools of the city under the direction of the normal kindergarten teacher, who is also the supervisor of the city kindergartens, and prepare for her a detailed account of their observations. These visits offer advantages which those who are to teach seldom have at so opportune a time, and which many teachers never have.

LAWRENCE TRAINING SCHOOL.

During the past year the school committee of Lawrence made an agreement with the State Board of Education, by which that city will avail itself of the advantages offered by the normal schools. Henceforth the Lawrence students who enter the normal school will pursue the regular course, but will go for their practice to the schools of their own city; they will practise there in the schools in which many of them hope to teach, while their work will still be under the supervision of the normal school. The Lawrence committee have made an agreement which is substantially the same as that which the Lowell committee made, and have practically discontinued the local training school as such, since the latter will in the future bear the same relation to the training of teachers for Lawrence that the Bartlett school now bears to the general training of teachers in the normal school. There is every reason to believe that this plan will be a most profitable one, since it secures for the future teachers the technical and liberal training of the normal school, and gives ample opportunity for practice under local supervision and amid local conditions. As it is the hope of the Board of Education that those who are to teach will have normal training, every tendency to enlarge the scope and sphere of influence of the school is gratifying. Each year the proportionate number of students who come from towns and cities outside Lowell has been increasing.

PHYSICAL TRAINING.

Much attention is now paid to the physical side in the education of teachers, and the students show a commendable appreciation of the advantages offered in tennis and basket ball courts and a well-equipped gymnasium, provided with everything that can suggest and stimulate the care of the physical self. With well lighted and ventilated rooms, a splendid system of baths, suitable apparatus and regular instruction, they must keep constantly in view the two-fold yet single blessing of a sound mind in a sound body.

LECTURES.

Lectures were delivered before the school during the year by the following persons: James L. Hughes, supervisor of instruction, from Toronto, Can.; Henry A. Clapp; Charles T. Copeland of Harvard University; Henry T. Bailey, agent of the Board of Education for the promotion of industrial drawing; Col. Thomas Wentworth Higginson; and George A. Martin, supervisor of the public schools of Boston, who delivered the address to the graduates in June.

STATISTICS.

The statistics for the school year ending Aug. 31, 1901, are as follows: —

1. Number of students for the year, 144.
2. Number in entering classes: junior, 61; senior, 2; special, 8.
3. Number of graduates for the year, 38.
4. Total number of graduates, 114.
5. Whole number of students admitted since the opening of the school, 394.
6. Average age of pupils admitted, 18 years.
7. Of the entering class, Middlesex County is represented by 8 towns and Essex County by 3 towns. Lowell furnishes 22 pupils; Lawrence, 19; Methuen, 4; Winchester, 3; North Andover, 2; Merrimac, 2; Tewksbury, 2; Westford, 2; Chelmsford, 2; and Dracut, Woburn and Waltham, 1 each.
8. Occupations of pupils' fathers: farmers, 4; carpenters, 3; merchants, 3; mechanics, 2; policemen, 2; real estate agents, 2; dyers, 2; curriers, 2; overseers, 4; firemen, 3; engineers, 2; wool sorters, 2; laborers, 5; blacksmiths, 2; florist, 1; shoemaker, 1; clerk, 1; printer, 1; locksmith, 1; carriagemaker, 1; teamster, 1; not living, 8.

GEORGE H. CONLEY,
KATE GANNETT WELLS,
Board of Visitors.

SIXTY-FIFTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

REPORT OF THE SECRETARY.

To the State Board of Education and the General Court.

The Secretary of the State Board of Education is required by law to report annually to both your honorable bodies such information as he may gather about the condition of the schools of the Commonwealth, as well as such suggestions as he may deem it expedient to make for their welfare. In accordance with this requirement, the sixty-fifth report of the secretary is herewith respectfully submitted.

Summary of Statistics for 1900–1901.

I. Number of Public Day Schools.

1. Number of towns, 320; cities, 33. Total, 353. All have made the annual returns required by law.		
2. Number of public schools, the unit of comparison being a single school which has one head or principal, whatever the number of subordinate teachers, ...		4,421
Decrease from the preceding year, . . .	87	
3. Number of public schools based on the single class room as the unit of comparison, ...		10,699
Increase over the preceding year, ...	259	

II. Number of Months the Public Schools have been kept.

1. Aggregate number of months (twenty school days each) all the public schools have been kept during the year, .		99,368$\frac{7}{20}$
Increase, ...	545$\frac{6}{20}$	
2. Average number of months the public schools have been kept during the year, ...		9$\frac{5}{20}$
Decrease, ...	$\frac{4}{20}$	
3. Aggregate number of months the high schools have been kept during the year, ...		2,492$\frac{11}{20}$
Increase, ...	4$\frac{11}{20}$	
4. Average number of months the high schools have been kept during the year, ...		9$\frac{11}{20}$
Increase, ...	$\frac{1}{20}$	

III. School Census Data.

1. Number of persons in the State Sept. 1, 1900, between the ages of seven and fourteen years: males, 166,081; females, 168,832; total, 334,913
   Increase in the total, 13,934
2. Number of persons in the State Sept. 1, 1900, between the ages of five and fifteen years: males, 233,953; females, 240,274; total, 474,227
   Increase in the total, 16,310
3. Number of illiterate minors in the State Sept. 1, 1900, over fourteen years of age: males, 3,354; females, 2,888; total, 6,242
   Increase in the total, 749

IV. Public School Enrolment and Attendance Data.

1. Number of pupils between seven and fourteen years of age attending the public schools during the year 1900–1901, 292,028
   Increase, 3,403
2. Number of different pupils between five and fifteen years of age attending the public schools during the year 1900-1901, 413,692
   Decrease, 6,550
3. Number of pupils under five years of age attending the public schools during the year 1900–1901, 11,579
   Increase, 1,684
4. Number of pupils over fifteen years of age attending the public schools during the year 1900–1901, 42,917
   Decrease, 1,837
5. Number of pupils of all ages in the public schools during the year 1900–1901, 468,188
   Decrease, 6,703
6. Average membership of pupils in all the public schools during the year 1900–1901, 406,080
   Increase, 6,657
7. Average attendance in all the public schools during the year 1900–1901, 371,048
   Increase, 4,912
8 Percentage of attendance based on the average membership, .91

V. Public School Teachers and their Wages.

1. Number of men employed as teachers in the public schools during the year, 1,214
   Increase, 28
2. Number of women employed as teachers in the public schools during the year, 12,408
   Increase, 29

3. Number of different teachers employed in the public schools during the year,		13,622
Increase,	47	
4. Number of teachers required by the public schools,		12,614
Increase,	324	
5. Number of teachers who have attended normal schools,		6,066
Increase,	235	
6. Number of teachers who have graduated from normal schools,		5,136
Increase,	231	
7. Average wages of male teachers per month in the public schools,		$140 94
Increase,	$4 40	
8. Average wages of female teachers per month in the public schools,		$52 75
Increase,	$0 25	

VI. Public High Schools.

1. Number of public high schools,		261
2. Number of teachers in the high schools,		1,546
Increase,	59	
3. Number of pupils in the high schools,		39,524
Decrease,	1,068	
4. Amount of salaries paid to high school principals,		$379,430 99
Increase,	$5,537 68	

VII. Public Evening Schools.

1. Number of cities and towns having public evening schools,		51
Increase,	2	
2. Number of evening schools based on the single class room as the unit of comparison,		849
Increase,	66	
3. Number of teachers,		1,326
Increase,	63	
4. Number of different pupils in attendance: males, 22,237; females, 11,407; total,		33,644
Increase in total,	3,036	
5. Average attendance,		18,414
Increase,	2,221	
6. Expended upon evening schools,		$214,622 82
Increase,	$6,345 57	

VIII. Public Kindergartens.

1. Number of towns and cities having public kindergartens,		37
Increase,	1	
2. Number of public kindergartens,		231
Increase,	11	

3. Number of teachers,		443
Increase,	20	
4. Number of pupils,		14,538
Increase,	281	

IX. *Cost of the Public Schools for Support.*

A. Total expenditure for the *support* of the public schools,			$11,134,933 91
Increase,		$457,448 17	
This expenditure is distributed among the following classes indicated in the statutory definition of support: —			
1. Teachers' wages,		$8,230,431 48	
Increase,	$338,972 68		
2. Conveyance of pupils,		$151,773 47	
Increase,	$10,019 63		
3. Fuel and care of school premises,		$1,353,295 87	
Increase,	$65,755 07		
4. School committees, clerks, truant officers, etc.,		$161,293 61	
Increase,	$20,470 30		
5. Superintendents of schools,		$285,865 00	
Increase,	$3,977 49		
6. Text-books and supplies,		$629,666 11	
Increase,	$12,690 90		
7. School sundries,		$322,608 37	
Increase,	$5,562 10		
B. Amount included in the total expenditure for *support* as given under *IX.*, *A*, but derived from other sources than local taxation or its equivalent, such as aid from the State, income from local funds, voluntary contributions, etc.,			$376,501 27
Increase,		$108,995 69	
C. Amount raised by *local taxation* and expended for the *support* of public schools, being the total expenditure for such support as given under *IX.*, *A*, diminished by contributions for such support from other sources than local taxation as given under *IX.*, *B*,			$10,758,432 64
Increase,		$348,452 48	

X. *Cost of the Public Schools for Buildings.*

A. Total expenditure for *buildings* for the public schools,			$3,045,013 09
Decrease,		$103,744 58	
This expenditure is distributed as follows: —			
1. New schoolhouses,		$2,135,631 63	
Decrease,	$64,561 53		
2. Alterations and permanent improvements,		$554,701 37	
Decrease,	$59,302 43		

3. Ordinary repairs, ... $354,680 09
   Increase, ... $20,119 38

B. Amount included in the total expenditure for *buildings* for the public schools as given under *X.*, *A*, but derived from other sources than local taxation or its equivalent, $3,087 01
   Decrease, ... $5,255 04

C. Amount raised by *local taxation* and expended for *buildings*, being the total expenditure for buildings as given under *X.*, *A*, diminished by contributions for buildings from other sources than local taxation as given under *X.*, *B*, ... $3,041,926 08
   Decrease, ... $98,489 54

XI. Total Cost of the Public Schools for Support and Buildings.

1. Total expenditure for *support* and *buildings* for the public schools, that is, for all public school purposes, . $14,179,947 00
   Increase, ... $353,703 59
2. Amount included in the total expenditure for *support* and *buildings* as given under *IX.*, *A*, and *X.*, *A*, but derived from other sources than local taxation or its equivalent, . $379,588 28
   Increase, ... $103,740 65
3. Amount raised by *local taxation* and expended for *support* and *buildings*, being the total expenditure for these purposes as given under *IX.*, *A*, and *X.*, *A*, diminished by contributions thereto from other sources than local taxation or its equivalent, as given under *IX.*, *B*, and *X.*, *B*, $13,800,358 72
   Increase, ... $249,962 94

XII. Cost of the Public Schools per Child.

1. Average *taxation* cost of the public schools for *support* (*IX.*, *C*) for each child in the State between the ages of five and fifteen years (*III.*, 2), ... $22 68
   Decrease, ... $0 05
2. Average *taxation* cost of the public schools for *support* (*IX.*, *C*) for each child in the average membership of the public schools (*IV.*, 6), ... $26 49
   Increase, ... $0 43
3. Average *taxation* cost of the public schools for *support* and *buildings*, that is, for all school purposes (*XI.*, 3), for each child in the State between the ages of five and fifteen years (*III.*, 2), ... $29 10
   Decrease, ... $0 49
4. Average *taxation* cost of the public schools for *support* and *buildings*, that is, for all school purposes (*XI.*, 3), for each child in the average membership of the public schools (*IV.*, 6), ... $33 98
   Increase, ... $0 06

5. Average expenditure on account of the public schools for *support* and *buildings*, including *voluntary contributions* as well as money raised by *taxation* (*XI.*, 1), for each child in the State between five and fifteen years of age (*III.*, 2),		$29 90
Decrease,	$0 29	
6. Average expenditure on account of public schools for *support* and *buildings*, including *voluntary contributions* as well as money raised by *taxation* (*XI.*, 1), for each child in the average membership of the public schools (*IV.*, 6),		$34 91
Increase,	$0 29	

XIII. Percentage of State Valuation expended for Public School Purposes.

1. Percentage of the total State valuation (May 1, 1900) raised by *local taxation* and expended for the *support* of the public schools,	..$.003\frac{63}{100}$, or \$3.63 per \$1,000
Increase,	..$.000\frac{01}{100}$, or \$0.01 per \$1,000
2. Percentage of the total State valuation (May 1, 1900) raised by *local taxation* and expended on the public schools for *support* and *buildings* (*XI.*, 3),	..$.004\frac{66}{100}$, or \$4.66 per \$1,000
Decrease,	..$.000\frac{05}{100}$, or \$0.05 per \$1,000

XIV. Academies and Private Schools.

1. Number of incorporated academies,		52
Decrease,	1	
2. Whole number of pupils in the academies for the year,		7,146
Increase,	1,056	
3. Amount of tuition paid in the academies during the year,		$476,308 05
Increase,	$29,698 73	
4. Number of private schools returned,		349
Decrease,	17	
5. Whole number of pupils in the private schools during the year,		75,179
Increase,	1,974	
6. Amount of tuition paid in private schools (much of it estimated),		$719,874 41
Increase,	$188,938 54	

ANALYSIS OF THE STATISTICAL RETURNS FOR 1900–1901.

THE ANNUAL SCHOOL RETURNS.

Improvement in Returns. — The present report takes up the statistical returns in the order of the foregoing summary. Owing to the intense individualism of our towns and cities, and the consequent diversities of practice among them in keeping their accounts, it is a perplexing problem to secure absolutely satisfactory returns. Much has been done, however, during the past few years to increase their value and trustworthiness; but if systems were ideal, they would still be more or less at the mercy of man's indifference or frailty. If of one hundred towns a single one furnishes inaccurate returns, the totals for the hundred towns are to that extent vitiated. Even if local systems of keeping accounts were ideal in plan and execution, an accurate presentation of facts would be accurate only for the particular date or period to which they refer, so numerous and rapid are the changes that are constantly taking place.

The school register, the school return blanks, the school census, the legislative definition of support, the methods of gathering and reporting data, — all such things, matters of detail though they are, have cost much labor to improve; and it has taken a long time to bring the towns and cities to the new and more nearly uniform bases established by such improvement. In the sixty-fourth report, the school financial returns were brought together for the first time on these new and better foundations. In the present report the school attendance returns reflect quite fully for the first time the influence of the new register, the new school census law, and the adoption of a uniform school year.

Issuing of the Annual Report. — The law requires that the annual report of the Board of Education shall be presented to the Legislature on the third Wednesday in January. It would be for the advantage of all if the full edition of 5,000 copies, finished and bound, could be ready by that time. As a matter of fact, it is not possible under present conditions to get it ready so early. So it has been customary to send to the Legislature on the third Wednesday in January a few copies in pamphlet form of so much of the report as has been prepared, and to furnish the full edition in April or May following. The present report, for example, is based on returns due by law from the towns and cities April 30, 1901. It took two or three weeks additional to get returns from the dilatory towns. A large part of May and June was consumed in examining these returns, in sending the imperfect ones back for correction, and in getting them all into shape for tabulation. The work of tabulation ran into October. Then came the printing of the tabulated statistics, which was not completed until the latter part of November. Such material forms the basis of the annual report. The report itself cannot safely be begun — certainly it cannot be safely written — without having the facts and lessons of such material well in hand. But there is other important material that, in like manner, comes in late. Much of it cannot be gathered earlier. Some of it is not accessible until January. The outcome of it all is that the brief time left before the third Wednesday in January is hopelessly inadequate for the preparation of the full report, that a division of the report becomes imperative, and that the complete report does not reach the Legislature until the session is far advanced.

Uniform School Year. — In the blanks sent out by the office April 1, 1901, for the annual school returns which school committees are required by law to make, the committees were directed, for the first time, to make their school attendance returns for the latest natural school year immediately preceding, that is, for the school year ending in the summer of 1900. The advantages of this change, as well as the number and authority of those who have recommended it, have been set forth in previous reports. The following table shows how generally the directions of the office have been complied with : —

CLOSE OF SCHOOL YEAR	Number of towns.	CLOSE OF SCHOOL YEAR	Number of towns.
June, 1900, . . .	255	January, 1901, . . .	3
July, 1900, ...	20	February, 1901, . .	13
August, 1900, . . .	5	March, 1901, . . .	15
September, 1900, . .	21	April, 1901, . . .	1
December, 1900, . .	5	No report, . . .	15

It appears from the foregoing statement that 301 towns and cities, with a population of 2,694,433, which is 96 per cent. of the total population of the State, complied with the directions of the office. A year ago the office recommended, but did not direct, that the attendance returns should be for the uniform school year specified. The population of the towns and cities that then complied with its recommendations was about 1,800,000.

The following 37 towns, with a population of 73,076, failed to comply with the directions, but adhered to their old school years, which are strung along, in their closing, from December, 1900, to April, 1901 : —

Alford,
Amherst,
Ashfield,
Barre,
Belchertown,
Berkley,
Blackstone,
Boxford,
Chatham,
Chilmark,
Gay Head,
Gosnold,
Granville,
Hawley,
Heath,
Hull,
Ipswich,
Leicester,
Leverett,
Leyden,
Lynnfield,
Marlborough,
Maynard,
Montgomery,
Mount Washington,
Nahant,
Nantucket,
New Ashford,
Newbury,
Plainfield,
Richmond,
Russell,
Tewksbury,
Tolland,
Webster,
Weston,
Windsor. (37.)

It is hoped that the above-mentioned towns in their next returns will report attendance data for the uniform school year recommended.

The following towns, 15 in number, with a population of 37,837, failed to report when their school year closed : —

Boylston,
Deerfield,
Gardner,
Harvard,
Halifax,
Lakeville,
Marion,
Medway,
North Brookfield,
Oakham,
Plympton,
Randolph,
Scituate,
West Bridgewater,
Walpole. (15.)

Fiscal Years. — The fiscal years covered by the present report close for the several towns, as shown in the following statement : —

Close of fiscal year	Number of towns.	Close of fiscal year	Number of towns.
June, 1900, . . .	11	January, 1901, . . .	40
July, 1900, ...	2	February, 1901, . .	77
September, 1900, . .	3	March, 1901, . . .	104
November, 1900, . .	3	April, 1901, . . .	8
December, 1900, . .	78	No report, . . .	21

Fiscal years are determined by charters, laws, the times of town meetings, in brief, by the convenience of the people, which is one thing for the city and another for the country: and they hold relations, moreover, not merely to expenditures for schools but to expenditures for all municipal purposes whatsoever. A uniform State fiscal year for school purposes is, therefore, out of the question, to say nothing of a uniform State fiscal year that shall coincide with a uniform State school year. The cost of the public schools per pupil is based upon the total expenditure for the schools, as shown by fiscal reports, and the total number of pupils, as shown by attendance reports; it is the former divided by the latter. The dividend, therefore, comes from the varying fiscal years and the divisor from the uniform school year. Since the fiscal years close later than the school year by intervals that range from nothing up to eight months, any aggregate of school expenditures taken from them is likely to be a little larger than that which properly belongs to the school year. Consequently the cost of the public schools per pupil as computed is a trifle larger than it ought to be. But a slight excess of this sort has always been unavoidable. Fortunately, it can never be serious. There is no danger that it will perceptibly disturb comparative views. Moreover, it is better that the conditions, if they do not permit an absolutely exact statement of the cost of public schooling, should compel an over statement of that cost rather than an under statement.

Statistics for 1900–1901. — It should be understood, then, that, although for the sake of brevity and convenience the statistics of the present report are called statistics for 1900–1901, they do not all belong to 1900–1901, but are distributed as follows: —

1. School attendance returns from nearly the entire State, covering the uniform school year running from the summer of 1899 to the summer of 1900.

2. School attendance returns from a few towns, covering a variety of school years, ending all the way from the fall of 1900 to the spring of 1901.

3. Fiscal returns covering a variety of fiscal years, ending all the way from the summer of 1900 to the spring of 1901.

4. Sundry data that belong wholly to the latest fiscal year of the State, that is, the year from Jan. 1, 1901, to Jan. 1, 1902.

NUMBER OF PUBLIC DAY SCHOOLS.

I. *Table showing the number of public schools in the State, as determined (1) by taking the single school with one principal, whatever the number of other teachers, as the unit of comparison, and (2) by taking the single class room as the unit of comparison, from 1895 to 1901, inclusive.*

YEARS.	Number of schools with one head or principal.	Increase.	Number of schools or class rooms.	Increase.	Teachers required for the public schools.	Increase.
1895, . .	4,590	–	8,874	–	10,409	336
1896, . .	4,539	51*	9,153	279	10,682	273
1897, . .	4,501	38*	9,557	404	11,301	619
1898, . .	4,616	115	9,863	306	11,678	377
1899, . .	4,519	96*	10,121	258	11,959	281
1900, . .	4,508	11*	10,440	319	12,290	331
1901, . .	4,421	87*	10,699	259	12,614	324

* Decrease.

The table shows, on the whole, a decrease from year to year in the number of schools with one head or principal. This means, of course, that there is a process of consolidation going on. The increase in the number of class rooms, taken in connection with the reduced number of schools shows that the schools under one head or principal, though reducing in number, are increasing in size. As an illustration of how statistics may suffer from inadvertency, it may be said that, upon trying to locate in the State the greatest decrease in the number of schools, it was discovered that Taunton showed a decrease of 59 schools. In answer to inquiries as to the cause of this surprising reduction, it was found that Taunton had incorrectly reported 89 schools for the year before when the number should have been 30. But this mistake does not affect the general character of the inference to be drawn from the table, namely, that the trend is towards the concentration of schools.

The number of class rooms keeps increasing in sympathy with the growth in population, and the increase in the number of teachers required keeps, on the whole, a little in advance of the number of new rooms opened.

NUMBER OF MONTHS THE PUBLIC SCHOOLS HAVE BEEN KEPT.

II. Table showing the aggregate number of months and the average number of months all the public schools have been kept for the past ten years.

YEARS.	Aggregate number of months.	Increase in months.	Average number of months.	Increase in days.
1891–1892, . . .	67,091	1,671	9 mos., 2 days.	2
1892–1893, . . .	68,961	1,870	9 mos., 3 days.	1
1893–1894, . . .	72,690	3,729	9 mos., 6 days.	3
1894–1895, . . .	82,818	10,128	9 mos., 6 days.	–
1895–1896, . . .	85,394	2,576	9 mos., 6 days.	–
1896–1897, . . .	89,226	3,832	9 mos., 6 days.	–
1897–1898, . . .	92,020	3,794	9 mos., 6 days.	–
1898–1899, . . .	95,251	3,231	9 mos., 8 days.	2
1899–1900, . . .	98,823	3,572	9 mos., 9 days.	1
1900–1901, . . .	99,368	545	9 mos., 5 days.	4*

* Decrease.

In 1895, a substantially correct count of the number of public schools was secured for the first time on the basis of the single class room as the unit of comparison. This accounts for the increase in the aggregate number of months from 1894 to 1895, after which the annual increase resumes its steadier pace. In 1898, the minimum length of schooling was raised from six months to eight months for towns under 4,000 inhabitants, — a change reflected in the rising average that followed.

The drop of four days in the average length of the schooling for the State is due chiefly to the greater care exercised by the city of Boston in reporting the average length of its schooling. A letter of explanation from Thornton D. Apollonio, secretary of the Boston school committee says: —

> For many years our returns under this inquiry (namely, the inquiry relating to the length of the public schooling) have been uniformly ten months and five days, that being regarded as a fair average statement of the length of the school term, inasmuch as our normal, Latin, high and grammar schools hold their annual exhibitions, the date of which we have regarded as the final day of the term, upon various days, usually during the week preceding the fourth of July. The tendency has been, however, to shorten the length of the term, and the schools now open in the fall upon the second Wednesday in September instead of upon the Tuesday following Labor Day, thus making a decided difference in the length of the term. It would seem that this change ought to be taken into account; and I therefore attach a memorandum showing the actual length of the term for the year ending June 30, 1900. This shows an extreme length of nine months fifteen days. The actual average length would, of course, be somewhat less, owing to the schools closing on different days, as hereinbefore explained, — say nine months and twelve days for the high schools and nine months and thirteen days for all the schools; and our returns are made accordingly.

Towns whose Schooling falls short of Eight Months. — Of the 353 towns and cities of the State, 341 have kept their schools from eight to ten months each, nearly all of them going beyond the requirement of the law, which is satisfied by eight months. The following eleven towns have kept their schools less than eight months each: —

Towns.	Length of schooling in months and days.	Towns.	Length of schooling in months and days.
Berkshire County:		Hampshire County:	
Savoy, ...	7-6	Cummington, . .	7-14
Franklin County:		Middlefield, . .	7-14
Conway, . . .	7-5	Plymouth County:	
Leyden, . . .	7-16	Carver, . . .	7-13
Wendell, . . .	7-16	Worcester County:	
Hampden County:		Charlton, . . .	7-14
Blandford, . . .	7-5	Westminster, . .	7-10
Tolland, . . .	7-15		

Towns whose valuation is under $200,000 each may reduce their schooling from thirty-two weeks to twenty-eight, if permitted to do so by the State Board of Education. The policy of the Board is to hold such towns up to the full legal period of thirty-two weeks, except in cases where, on account of difficult or impassable roads in the winter months, it is found impracticable to keep the schools open so long.

Of the 11 foregoing towns, 7 have a valuation in excess of $200,000, namely, Blandford, Carver, Charlton, Conway, Cummington, Wendell and Westminster; and, therefore, should keep their schools open at least thirty-two weeks. Inquiries are pending as to the reasons for this falling short of the legal requirement. Similar inquiries in recent years have seldom revealed indications of indifference to the law. Usually it is some sickness or extraordinary obstacle of weather or other imperative cause that leads to the closing of particular schools for varying lengths of time, thus cutting down the average length of all the schools to something less than the legal minimum, the remaining schools, however, meeting the requirement.

The law permitting certain towns to keep their schools less than thirty-two weeks, *provided they are permitted to do so by the State Board of Education*, applies at present to the following towns: —

Towns.	Number of schools.	Valuation, May 1, 1900.	Average length of schooling the past year.
Barnstable County:			
Mashpee,	3	$182,120	8
Berkshire County:			
Alford,	3	166,310	9
Florida,	5	151,159	8
Mount Washington,	2	94,134	8
New Ashford,	1	54,170	8–10
Peru,	3	120,249	8
Savoy,	6	157,111	7-6
Windsor,	7	195,276	8
Dukes County:			
Gay Head,	1	25,977	8–15
Franklin County:			
Hawley,	6	146,322	8
Heath,	7	154,936	8
Leyden,	5	198,918	7–16
Monroe,	4	146,977	8–6
Rowe,	5	175,612	8
Shutesbury,	4	178,036	8
Hampden County:			
Holland,	1	78,383	9
Montgomery,	5	140,598	8
Tolland,	6	137,796	7–15
Hampshire County:			
Goshen,	3	135,797	8
Middlefield,	5	199,001	7–17
Pelham,	4	185,337	8
Plainfield,	5	168,540	8
Prescott,	5	164,223	8–5
Total,		23 towns.	

Of these towns all but 4 have met the thirty-two weeks' requirement, and these have met it for most of their schools.

The following towns report single schools as having been kept less than thirty-two weeks, although the average schooling has exceeded that limit: Florida, 2 schools; Lanesborough, 1; Tyringham, 1; Berkley, 1; Deerfield, 1; Leverett, 1; Warwick, 1; Templeton, 3. Some of these schools were closed on account of diphtheria, and all presumably for good reasons.

Length of Schooling for High Schools. — The law requires that the high school shall be kept at least forty weeks, exclusive of vacations. Legal holidays, however, that come in term time may be counted towards the forty weeks. There is no penalty attached to failure of compliance unless the length of schooling falls below thirty-six weeks, in which case a town's share in the income of the school fund is legally forfeited. As a matter of fact, the number of high schools that were kept the full period of forty weeks, or two hundred days, by actual count of the days in session or by such count with the legal holidays thrown in, was only 74 out of 261. The following table shows by counties the situation: —

III. Table showing by counties the average length of schooling for high schools.

COUNTIES.	Average length of schooling.	Number of high schools.	NUMBER OF HIGH SCHOOLS KEPT —			
			10 mos.	From 9½ to 10 mos.	From 9 to 9½ mos.	Less than 9 mos.
Barnstable,	9–8	14	1	9	4	–
Berkshire,	9–13	12	2	7	3	–
Bristol,	9–12	12	4	5	3	–
Dukes,	9–18	3	–	–	2	1
Essex,	9–12	30	9	13	5	3
Franklin,	9–7	11	3	3	5	–
Hampden,	9–18	11	8	3	–	–
Hampshire,	9–12	10	2	5	3	–
Middlesex,	9–12	49	7	31	10	1
Nantucket,	10	1	1	–	–	–
Norfolk,	9–9	27	8	13	6	–
Plymouth,	9–12	20	7	10	2	1
Suffolk,	9–12	14	1	12	1	–
Worcester,	9–12	47	21	13	10	3
State,	9–11	261	74	124	54	9

The nine towns whose high schools were kept less than thirty-six weeks each are the following: —

Towns.	Length of high school.	Number of families, 1895.	Population, 1900.	Valuation, 1900.
Boxford, ...	8–15	186	704	$688,770
Cottage City, . . .	8–15	313	1,100	1,678,875
Essex, ...	8–10	445	1,663	977,227
Hubbardston, . . .	8–10	348	1,227	639,125
Rutland, ...	8	225	1,334	613,256
Sudbury, ...	8–9	272	1,150	1,176,572
Upton, ...	8–19	524	1,937	1,283,626
West Bridgewater, . .	8–12	409	1,711	1,252,769
West Newbury, . . .	8–15	440	1,558	870,620

Of the foregoing towns the only one required by law to maintain a high school of its own is Upton, since this town has more than 500 families. The high school assigned to Boxford is the Barker Free School, in reality a private school over which the school committee exercises no control.

The high school legislation of 1898 defines so explicitly the sort of high school that should be kept when any is kept, it enjoins so positively the duty of every town with more than 500 families to maintain a high school — that is, a statutory high school — of its own, and the duty of every town with less than 500 families either to maintain a high school — that is, a statutory high school — of its own or to provide free tuition in some high school — that is, some statutory high school — outside, that whatever doubt there may have been previous to 1898 relative to the length of the high school for towns of less than 500 families, there can be no doubt now. The law requires forty weeks' schooling for every high school, and imposes a penalty upon every town that fails to provide for at least thirty-six weeks' schooling.

Inquiries are now pending to ascertain what unforeseen or untoward conditions, if any, have operated to curtail the length of the high school in the foregoing towns; also whether arrangements have been made to hold the high school up to thirty-six weeks or more hereafter. Attention to this matter is important because of its bearing on the apportionment and distribution of the income of the school fund.

The State has approved, through the Board of Education, the high school of Rutland for the purpose of State reimbursement of high school tuition to eligible towns near by, not intending thereby, however, to approve its short schooling of only eight months. Rutland has signified its intention to correct the deficiency.

The school year of 1899–1900 was the first under which the new high school requirements of 1898 went into effect, and a reasonable time may properly be given to towns to adjust themselves to the new conditions.

SCHOOL CENSUS DATA.

Number of Persons in the State within the Compulsory Age Limits. — By the school legislation of 1898 the compulsory age limits were changed from eight and fourteen to seven and fourteen. The first enumeration of the number of children in the State between seven years of age and fourteen was made for Sept. 1, 1899. The following table gives the enumeration for the past ten years: —

IV. Table showing the number of persons in the State within the compulsory age limits for the past ten years.

YEARS.	Number within the compulsory age limits.	Increase.	YEARS.	Number within the compulsory age limits.	Increase.
1891, . .	239,790	2,648	1896, . .	249,750	11,892*
1892, . .	243,941	4,151	1897, . .	258,793	9,043
1893, . .	244,081	140	1898, . .	267,836	9,043
1894, . .	265,642	21,101	1899, . .	320,979	53,143
1895, . .	261,642	3,540*	1900, . .	334,913	13,934

* Decrease.

The fluctuations in this table merit explanation. Down to 1899 the school census was taken in May. Not unfrequently estimates were substituted by the towns for a careful count. For 1894 and 1895 the compulsory years were from eight to fifteen in towns where there was manual training, but in towns without manual training they were from eight to fourteen. This extension of the compulsory school years proved so unsatisfactory that it was repealed after two years' trial. In 1899, when the lower compulsory age limit was dropped from eight to seven, the time of taking the census was changed to September, and the towns were furnished for the first time with census blanks and directions. The effect of these changes is seen in the largely increased returns for 1899 and 1900.

Number of Persons in the State between Five and Fifteen Years of Age. — The following table is of diminishing importance. An old statute requires, however, that each town shall raise for the support of its schools at least three dollars for each child between the ages of five and fifteen, or forfeit its share in the income of the school fund. As a matter of fact, the towns to-day, with scarcely an exception, are raising much larger sums per child than this scant minimum, and would continue to do so if there were no such requirement.

V. Table showing the number of children between five and fifteen years of age in the State for the past ten years.

YEARS.	Number of children.	Increase.	YEARS.	Number of children.	Increase.
1891, . .	382,956	6,465	1896, . .	431,387	14,052
1892, . .	390,039	7,083	1897, . .	441,352	9,965
1893, . .	400,325	10,286	1898, . .	449,099	7,747
1894, . .	408,898	8,573	1899, . .	457,917	8,818
1895, . .	417,335	8,437	1900, . .	474,227	16,310
Average increase, ...				9,774	

Of the children between seven and fourteen as returned during the past two years, — there are no data for previous years, — the following statement shows how many were males and how many were females : —

SCHOOL CENSUS.	Males between 7 and 14.	Females between 7 and 14.	Ratio of males to females.
September 1, 1899, . . .	160,414	160,565	49.98 to 50.02
September 1, 1900, . . .	166,081	168,832	49.59 to 50.41

Of the children between five and fifteen as returned during the past two years, there were males and females as follows : —

SCHOOL CENSUS.	Males between 5 and 15.	Females between 5 and 15.	Ratio of males to females.
September 1, 1899, . . .	228,544	229,373	49.91 to 50.09
September 1, 1900, . . .	233,953	240,274	49.33 to 50.67

Inasmuch as there are some 70,000 more women than men in Massachusetts (70,781 by the census of 1895 and 70,398 by that of 1900), it is interesting to inquire whether this disproportion is reflected by the school census or not. The following returns from the State census of 1895 and the United States census of 1900 are given, therefore, for comparison : —

	Males.	Females.	Ratio of males to females.
State census, 1895, — entire population.	1,214,701	1,285,482	48.58 to 51.42
State census, 1895, — from 5 to 15,	213,870	213,149	50.08 to 49.92
State census, 1895, — from 8 to 14,	123,833	123,658	50.04 to 49.96
U. S. census, 1900, — entire population.	1,367,474	1,437,872	48.71 to 51.29
U. S. census, 1900, — from 5 to 20,	382,236	395,874	49.12 to 50.88

The State census of 1895 shows that of children between five and fifteen the boys slightly outnumber the girls (by 721 only) ;

of children between eight and fourteen, the compulsory years at that time, the boys again slightly outnumber the girls (by 175 only). The school census for September, 1899, shows that the girls between seven and fourteen slightly outnumber the boys (by 151 only) between the same ages, and that the girls between five and fifteen also slightly outnumber the boys (by 829 only) between the same ages. So far, then, it appears that the sexes of the school ages indicated are about equally divided. When, however, we come to the school census of September, 1900, we find that of children between the ages of seven and fourteen there is an excess of 2,751 girls, and of children between the ages of five and fifteen there is an excess of 6,321 girls. Moreover, the school census for 1900 shows gains over that for 1899 of 5,409 boys and 10,901 girls between the ages of five and fifteen and of 5,667 boys and 8,267 girls between the ages of seven and fourteen.

The two school censuses yield here conflicting data. Even the State census and the national, though they agree in placing the excess of females in the entire population between 70,000 and 71,000, do not seem to agree as to how much of this surplus belongs to the years under twenty, since the State census for 1895 shows no preponderance of females in the population under fifteen and a preponderance of only 2,777 females in the population under twenty, while the national census for 1900 shows the large preponderance of 13,638 females in the population between five and twenty. The returns of the next school census will be awaited with interest for such light as they may shed on the discrepancies indicated.

Illiterate Minors over Fourteen Years of Age. — The law requires that illiterate minors over fourteen must attend school in places that have evening schools. They cannot be legally employed at work unless they attend school in such places. Hence the need of keeping track of them. It is not easy for the enumerators to gather illiteracy data. The people incline, on the one hand, to keep facts of illiteracy from the enumerators; and the enumerators have difficulties, on the other hand, in applying the tests of illiteracy to the people. It is safe to say, however, that practically all our native-born children and all who come to us from abroad in early childhood learn to read and write, and that such illiteracy as we have among minors cannot properly be charged to Massachusetts, but is due rather to illiterate persons who come to the State after the age of fourteen. Moreover, the illiteracy to which the school census refers is not always so bad as the word seems to suggest, because under the statutes it does not mean an inability to read and write at all in any language, but an inability only to read and write in the English language.

The following is a statement of the returns by counties: —

Counties.	Illiterate minors over fourteen.	Counties.	Illiterate minors over fourteen.
Barnstable, . . .	8	Middlesex, . . .	1,043
Berkshire, . . .	213	Nantucket, . . .	–
Bristol, ...	1,814	Norfolk, . . .	56
Dukes, ...	3	Plymouth, . . .	39
Essex, ...	1,385	Suffolk, ...	–
Franklin, . . .	77	Worcester, . . .	655
Hampden, . . .	594	Total, . . .	6,242
Hampshire, . . .	355		

The number of illiterate minors returned a year ago was 5,493. Most of them are returned from a few large manufacturing places. From most of the towns not a single case is reported. The returns, it is obvious, are incomplete, Suffolk County, for instance, returning none. Illiteracy data are furnished in greater fullness by the regular State census. A paper on illiteracy in Massachusetts as shown by such data, prepared by Horace G. Wadlin, chief of the Massachusetts Bureau of Labor Statistics and having the State census in charge, will appear in the present report, provided the necessary tabulations are made in season for the purpose.

PUBLIC SCHOOL ENROLMENT AND ATTENDANCE DATA.

VI. Table showing the number of pupils within the compulsory age limits attending the public schools, as compared with the number of persons in the State within these limits, for the past ten years.

YEARS.	NUMBER WITHIN THE COMPULSORY AGE LIMITS — By the school census.	Increase.	In the public schools.	Increase.	Excess of the census return over the public school return.
1891–1892, . . .	239,790	2,648	214,173	2,260	25,617
1892–1893, . . .	243,941	4,151	216,429	2,256	27,512
1893–1894, . . .	244,081	140	220,581	4,152	23,500
1894–1895, . . .	265,182	21,101	233,258	12,677	31,924
1895–1896, . . .	261,642	3,540*	229,894	3,364*	31,748
1896–1897, . . .	249,750	11,892*	234,280	4,386	15,470
1897–1898, . . .	258,793	9,043	240,366	6,086	18,427
1898–1899, . . .	267,836	9,043	245,728	5,362	22,108
1899–1900, . . .	320,979	53,143	288,625	42,897	32,354
1900–1901, . . .	334,913	13,934	292,028	3,403	42,885

* Decrease.

The largest fluctuations in the table are due to the temporary lifting of the upper compulsory age limit from fourteen to fifteen in 1894–1895 and 1895–1896 for towns and cities that provided manual training, and to the dropping of the lower compulsory age limit from eight to seven in 1899–1900 and 1900–1901.

The new register rules and the adoption of a uniform school year, by reducing errors of double enrolment, have occasioned a smaller increase in the number of pupils within the compulsory years attending the public schools (3,403) than the census increase calls for (13,934). On the other hand, there is a larger number of pupils within the compulsory age limits not to be found in the public schools, — 42,885, as against 32,354 returned last year. The care that checks double enrolment in the public schools tends, of course, to swell the number outside of them. Most of these 42,885 children — this number at the best is only fairly approximate — are undoubtedly in private schools. The academies and private schools report a total enrolment of 82,325 pupils. In the case of the public schools, 61 per cent. of the total number of pupils enrolled come within the compulsory years. The same percentage applied to the private schools would yield 50,218 pupils within the compulsory years, or 7,333 more than the number outside of the public schools. If we assume that all of the 42,885 children within the compulsory years but not in the public schools are in the private, and that they make up 61 per cent. of the total private school enrolment just as children within the compulsory years make up 61 per cent. of the total public school enrolment, the private school enrolment would be 70,303 instead of 82,325. But some of these 42,885 children are not in school at all; they are physically or mentally unfit to attend, or they may be evading the law. Consequently, if the proportions of children within the compulsory age limits are assumed to be the same in both classes of schools, the private school enrolment would need to be still further reduced.

Private school returns are less trustworthy than public. They are sometimes swollen by estimates. There are reasons for believing that if they were made out with care, in strict accordance with the State register rules, they would show a somewhat reduced enrolment. The State register is offered to private schools without expense to them, and it is earnestly desired that their returns shall be made out in conformity with its directions. In the sixty-third report, pages 84–86, the subject of registers for private schools is more fully considered.

VII. Table showing the attendance upon the public schools of children under five years of age, between five and fifteen and over fifteen, for the past ten years.

YEARS.	NUMBER OF PUPILS IN ATTENDANCE UPON THE PUBLIC SCHOOLS.							
	Between five and fifteen.	Increase.	Under five.	Increase.	Over fifteen.	Increase.	Of all ages.	Increase.
1891–1892, ...	345,215	5,262	2,912	217*	35,090	1,186	383,217	6,231
1892–1893, ...	353,067	7,852	3,283	371	35,395	305	391,745	8,528
1893–1894, ...	359,762	6,695	3,742	459	37,105	1,710	400,609	8,864
1894–1895, ...	367,047	7,285	4,469	727	39,437	2,332	412,953	12,334
1895–1896, ...	377,067	10,020	5,630	1,161	41,656	2,219	424,353	11,400
1896–1897, ...	390,613	13,546	6,868	1,238	41,886	230	439,367	15,014
1897–1898, ...	403,739	13,126	7,702	834	44,700	2,814	456,141	16,774
1898–1899, ...	417,705	13,966	8,954	1,252	45,318	618	471,977	15,836
1899–1900, ...	420,242	2,537	9,895	941	44,754	564*	474,891	2,914
1900–1901, ...	413,692	6,550*	11,579	1,684	42,917	1,837*	468,188	6,703*
	Av. increase,	7,374	Av. increase, .	845	Av. increase, .	901	Av. increase,	9,119

* Decrease.

Comments on Table VII. — The most striking features of the table are the decrease in the number of pupils between five and fifteen (6,550) and the decrease in the number of pupils of all ages (6,703). The returns for the preceding year showed, for the corresponding data, a marked falling off in the rates of gain. The reasons for all this are to be found in increasing compliance with the new register rules and with the direction to report attendance data for the natural school year that ends with the summer vacation. When attendance returns covered, as they so frequently used to, the last half of one natural school year and the first half of the next, the same names, in spite of cautions to the contrary, were sometimes counted twice, once by the school to which they belonged before the summer vacation and once by the school which they joined after this vacation. The new register rules also prevent the double enrolment of pupils that move from one town to another during the school year. All this is working to relieve the attendance returns of certain errors that heretofore have crept into them. Next year's attendance data should indicate a resumption of gain on the corrected basis.

Average Membership and Average Attendance Data. — The average membership of a school is, in the nature of the case, considerably less than the total enrolment. Thus the total enrolment for 1900–1901 was 468,188; that is to say, so many different pupils were in attendance for longer or shorter periods during the year, but the average membership was 62,108 less.

It is the average membership more than the total enrolment or the average attendance that determines the furnishing of accommodations, the number of teachers, the size of classes, the distribution of work, the purchase of supplies and the like. The following table gives average membership and attendance returns for a period of ten years: —

VIII. Table showing the average membership, the average attendance, and the percentage of attendance of the public schools for the past ten years.

YEARS.	Average membership.	Increase.	Average attendance.	Increase.	Percentage of attendance.
1891–1892, . .	313,214	5,261	283,648	5,046	.906
1892–1893, . .	320,862	7,648	290,801	7,153	.906
1893–1894, . .	328,455	7,593	299,069	8,268	.911
1894–1895, . .	341,671	13,216	313,693	14,624	.918
1895–1896, . .	349,336	7,665	321,685	7,992	.921
1896–1897, . .	363,866	14,530	334,939	13,254	.921
1897–1898, . .	378,770	14,904	349,147	14,208	.922
1898–1899, . .	390,900	12,130	360,313	11,160	.922
1899–1900, . .	399,423	8,523	366,136	5,823	.917
1900–1901, . .	406,080	6,657	371,048	4,912	.914
	Av. increase,	9,813	Av. increase,	9,244	–

The reduced gains in the average membership and the average attendance, as well as the slight falling off in the percentage of attendance, are more likely to be due to the operation of the new register rules than to any real check in the progressive movement of the schools. The effects of double enrolment do not extend to the average membership. Consequently, if the total enrolment is reduced by the elimination of errors due to double counting, while the average membership shows gain, the ratio of the average membership to the total enrolment is thereby increased. The following statement shows the ratio of these two items for ten years: —

YEARS.	Average membership.	Total enrolment.	Ratio of membership to enrolment.
1891-1892, ...	313,214	383,217	.82
1892-1893, ...	320,862	391,745	.82
1893-1894, ...	328,455	400,609	.82
1894-1895, ...	341,671	412,953	.82
1895-1896, ...	349,336	424,353	.82
1896-1897, ...	363,866	439,367	.83
1897-1898, ...	378,770	456,141	.83
1898-1899, ...	390,900	471,977	.83
1899-1900, ...	399,423	474,891	.84
1900-1901, ...	406,080	468,188	.88

If the explanation here offered of this most satisfactory increase in the ratio of the average membership to the total enrolment is the true one, the returns next year should sustain this increased ratio. The average membership must always be less than the total enrolment, but it is far more creditable to Massachusetts that it should be only 12 per cent. less than the total enrolment than 18 per cent.

In the sixty-third report, on pages 103–105, the following topics were considered: —

1. Fictitious or forced records of excellent attendance.
2. The duty of teachers towards cases of irregular attendance.
3. The danger of pushing the attendance *esprit de corps* too far.
4. The nature and definition of necessary absence.
5. The right of the school authorities to require proper excuses from parents or guardians.

IX. *Table showing the numbers of public school teachers employed, of public school teachers required and of public school teachers who have attended normal schools, with their wages per month, for the past ten years.*

YEARS.	DIFFERENT TEACHERS EMPLOYED.				TEACHERS REQUIRED.		TEACHERS FROM NORMAL SCHOOLS.				WAGES PER MONTH.			
	Men.	Women.	Total.	Increase.	Total.	Increase.	Total.	Increase.	Graduates.	Increase.	Men.	Increase.	Women.	Increase.
1891-1892, .	992	9,973	10,965	319	9,486	259	4,059	323	3,267	197	$134 22	$16 15	$46 52	$1 65*
1892-1893, .	989	10,244	11,233	268	9,751	265	4,131	72	3,473	206	140 73	6 51	48 13	1 61
1893-1894, .	1,009	10,705	11,714	581	10,073	322	4,222	91	3,575	102	129 41	11 32*	47 91	22*
1894-1895, .	1,046	10,981	12,027	313	10,409	336	4,368	146	3,734	159	128 55	86*	48 38	47
1895-1896, .	1,078	11,197	12,275	248	10,682	273	4,540	172	3,903	169	136 03	7 48	50 30	1 92
1896-1897, .	1,120	11,723	12,843	568	11,301	619	4,661	121	4,103	200	144 80	8 77	52 20	1 90
1897-1898, .	1,174	12,029	13,203	360	11,678	377	5,087	426	4,425	322	137 50	7 30*	51 44	76*
1898-1899, .	1,197	12,205	13,402	199	11,959	281	5,404	317	4,687	262	136 23	1 27*	51 41	03*
1899-1900, .	1,196	12,379	13,575	173	12,290	331	5,831	427	4,905	218	136 54	31	52 50	1 09
1900-1901, .	1,214	12,408	13,622	47	12,614	324	6,066	235	5,136	231	140 94	4 40	52 75	25

* Decrease.

PUBLIC SCHOOL TEACHERS AND THEIR WAGES.

Relation of the Number of Teachers employed to the Number of Positions to be filled. — The number of different teaching positions to be filled is now 3,128 greater than ten years ago, while the number of different teachers employed is only 2,657 greater. This shows an increasing permanency of tenure, which, in its turn, indicates increasing fitness for service on the part of the teacher and increasing reluctance to part with such fitness for service on the part of the public.

Number of Pupils to a Teacher. — Since the average membership of the public schools is 406,080 and the number of teaching positions is 12,614, it follows that the average number of pupils for each position is about 32. But many of these positions, like those held by music, drawing and other supervisors, as well as by assistants not assigned to the care of class rooms, do not involve the care of class rooms, so that the average number of pupils per class room is nearer 35 than 32. Now if this average meant that each teacher in charge of a room had but 35 pupils, it would not be an unsatisfactory situation; but unfortunately it does not always mean that. If one school contains 60 pupils or more and another 10 or less, there is little ground for satisfaction in the fact that the average for each school is 35. It still remains true that the former number is an imposition upon the teacher, if only a single teacher is in charge, an injustice to the pupils and the parents, since it impairs efficiency, and a reproach to the community if it is in its power to correct the evil. As to the latter number, while it seems at times unavoidable, it frequently means a needlessly expensive and therefore extravagant school. As was shown a year ago, and should be shown from year to year until the occasion for such showing ceases, it is poor policy to maintain three school houses when one will answer, to employ three teachers when their pupils all told make but a modest charge for one. Such division of energy means inferior accommodations, inferior service, inferior results. It is a gratifying sign that so many of the rural towns, where, in the nature of things, this dissipation of energy is most likely to be found, are working hard to reduce it through the consolidation of feeble schools and the conveyance of pupils to stronger ones.

Ratio of Men to Women in the Teaching Force of the Public Schools. — The ratio of the number of men employed as teachers to the number of women employed has remained constant for four years, as appears in the following statement: —

YEARS.	Ratio of men to women.	YEARS.	Ratio of men to women.
1892, ...	1 to 10.1	1897, ...	1 to 10.5
1893, ...	1 to 10.4	1898, ...	1 to 10.2
1894, ...	1 to 10.6	1899, ...	1 to 10.2
1895, ...	1 to 10.5	1900, ...	1 to 10.2
1896, ...	1 to 10.5	1901, ...	1 to 10.2

Permanency of Tenure. — By comparing the number of different teachers employed with the number of positions to be filled, it is possible to ascertain whether the trend is away from or towards greater permanency of tenure. The following statement gives the ratio of the number of teachers to the number of positions, for each of the last ten years: —

YEARS.	Ratio of teachers to positions.	YEARS.	Ratio of teachers to positions.
1892, ...	1.16 to 1	1897, ...	1.14 to 1
1893, ...	1.15 to 1	1898, ...	1.12 to 1
1894, ...	1.16 to 1	1899, ...	1.12 to 1
1895, ...	1.16 to 1	1900, ...	1.10 to 1
1896, ...	1.15 to 1	1901, ...	1.08 to 1

Proportion of Normal School Pupils in the Teaching Force. — The proportion of professionally trained teachers is steadily growing, as the following statement shows: —

YEARS.	PERCENTAGE OF TEACHERS—		YEARS.	PERCENTAGE OF TEACHERS—	
	Who have attended normal schools.	Who are graduates of normal schools.		Who have attended normal schools.	Who are graduates of normal schools.
1892,.	37.0	29.8	1897,	36.3	31.9
1893,.	38.8	30.9	1898,	38.5	33.5
1894,.	36.0	30.5	1899,	40.3	34.9
1895,.	36.3	31.0	1900,	43.0	36.1
1896,.	37.0	31.8	1901,	44.5	37.7

The majority of the older teachers entered upon their service without any special training for it. Normal instruction was in its infancy then and the general attitude towards it was one of indifference, if not of scepticism. A considerable number of the younger teachers now entering the service are also without special training for the purpose, although some of them bring to it from the college a much prized academic training. The annual increase in the proportion of normally trained teachers, in view of these facts, is as rapid as can be reasonably expected. Although the normal schools are adding some 500 trained teachers a year to the teaching force of the State, it does not follow that the number of normal graduates in that force should increase by 500 each year. There is an annual loss of teachers as well as an annual gain, and that loss includes a due proportion of normal school graduates.

Wages of Teachers. — The returns indicate a slight increase in the wages of teachers, —$140.94 per month for men, as against $136.54 a year ago, and $52.75 for women, as against $52.50 a year ago, the amounts of increase being $4.40 and 25 cents respectively.

The lowest wages in the State are paid in the smaller rural towns. In 42 towns, whose salaries for approved teachers the State increases under certain conditions by a sum not exceeding $2 per week, there are 201 teaching positions for which 282 different teachers were employed the past year. Of these teachers 225 had their salaries increased by the State. The following statement shows what the towns paid these teachers, State aid not included: —

Number paid between $5 and $6 per week,	42
Number paid between $6 and $7 per week,	106
Number paid between $7 and $8 per week,	23
Number paid between $8 and $9 per week,	45
Number paid between $9 and $10 per week,	9

Most of these salaries were increased $2 a week, the increase for the legal school year of 32 weeks amounting to $64 in each case. In a few cases the committees increased the salaries by a smaller sum than $2 when they might have given the full sum. Assistance by the State ceases when a maximum of $10 per week is reached. Thus, if a town pays $9 or $9.50, the State cannot legally add more than $1 or 50 cents.

The lowest salary discovered in the State is only $2 per week! The teacher has charge of three or four pupils, or less, in her own home. She is a normal school graduate, and is entitled by her preparation and her work to higher consideration.

The fact that in these towns 282 different teachers were employed for 201 teaching positions indicates the lack of permanency that exists in their service, the ratio of the number of teachers to the number of positions being 1.40 to 1, while the ratio for the State is 1.08 to 1.

HIGH SCHOOLS.

X. *Table showing the number of high schools for ten years, and the number of pupils attending; also the ratio of the high school enrolment to the total school enrolment.*

YEARS.	High schools.	Pupils.	Percentage of total school enrolment.	YEARS.	High schools.	Pupils.	Percentage of total school enrolment.
1892,	242	27,482	.071	1897,	262	36,228	.083
1893,	247	28,582	.072	1898,	261	38,133	.084
1894,	255	30,540	.076	1899,	262	40,003	.085
1895,	252	32,752	.079	1900,	261	40,592	.085
1896,	257	34,323	.080	1901,	261	39,524	.084

The High Schools included in the Table. — The foregoing table conforms strictly to the returns received from the school committees. It includes several schools that serve as public high schools, since they offer free tuition to the children, but which are not public high schools in the sense of being under the order and superintendence of the town authorities. The reduction in the number of pupils is probably a result of the new register rules and the adoption of a uniform school year for the State.

Academies serving as High Schools. — The following academies, under the control of trustees only or under various kinds and degrees of joint control by trustees and school committees, offer free tuition to the youth of their respective towns, and so are returned by the school committees as high schools: —

1. Andover, Punchard Free School.
2. Ashburnham, Cushing Academy.
3. Ashfield, Sanderson Academy.
4. Bernardston, Powers Institute.
5. Billerica, Howe Academy.
6. Boxford, Barker Free School.
7. Brimfield, Hitchcock Free School.
8. Deerfield, Deerfield Academy and Dickinson High School.
9. Dudley, Nichols Academy.
10. Duxbury, Partridge Academy.
11. Hadley, Hopkins Academy.
12. Ipswich, Manning School.
13. Leicester, Leicester Academy.
14. Monson, Monson Academy.
15. Newbury, Dummer Academy.
16. Newburyport, High and Putnam Free School.
17. New Salem, New Salem High School and Academy.
18. Sherborn, Sawin Academy and Dowse High School.
19. West Bridgewater, Howard Seminary and West Bridgewater High School.
20. Westfield, High School, once the Academy.
21. Westford, Westford Academy.
22. Winchendon, Murdock School.

To the list may be added Tabor Academy of Marion and Arms Academy of Shelburne Falls, though neither was returned as a high school by the school committee. The latter, by arrangement with its trustees, has recently come under the educational control of the school committee.

For a detailed account of the relations of these schools to public and private authorities, see pages 106–109 of the sixty-second report of the Board.

PUBLIC EVENING SCHOOLS.

Distribution and Classification of Public Evening Schools. — The following statement shows the distribution and classification of evening schools throughout the State: —

TOWNS AND CITIES.	Population, 1900.	High.	Elementary.	Drawing.	Miscellaneous.
Athol, ...	7,061	–	1	–	–
Auburn, ...	1,621	–	1	–	–
Beverly, ...	13,884	–	1	2	1
Boston, ...	560,892	1	12	5	–
Brockton, . . .	40,063	1	1	1	–
Brookline, . . .	19,935	–	2	1	–
Cambridge, . . .	91,886	1	4	2	–
Chelsea, ...	34,072	–	1	–	–
Chicopee, . . .	19,167	–	2	2	–
Clinton, ...	13,667	–	1	1	–
Dudley, ...	3,553	–	2	–	–
Everett, ...	24,336	–	1	1	3
Fall River, . . .	104,863	1	18	1	–
Fitchburg, . . .	31,531	–	4	1	–
Framingham, . . .	11,302	–	1	–	–
Gardner, ...	10,813	–	1	1	–
Greenfield, . . .	7,927	–	1	1	–
Haverhill, . . .	37,175	–	2	2	1
Holyoke, . . .	45,712	–	5	1	1
Hudson, ...	5,454	–	1	–	–
Hyde Park, . . .	13,244	1	1	1	–
Lawrence, . . .	62,559	1	3	1	–
Lowell, ...	94,969	1	11	1	–
Lynn, ...	68,513	1	1	1	–

Towns and cities.	Population, 1900.	High.	Elementary.	Drawing.	Miscellaneous.
Malden,	33,664	–	1	1	
Marlborough,	13,609	1	1	1	–
Medford,	18,244	–	1	–	–
New Bedford,	62,442	1	5	1	–
Newburyport,	14,478	–	2	–	–
Newton,	33,587	–	1	1	–
North Adams,	24,200	–	3	1	–
Northampton,	18,643	–	4	1	–
North Attleborough,	7,253	–	1	–	–
Norwood,	5,480	–	1	–	–
Orange,	5,520	–	–	1	–
Peabody,	11,523	–	2	–	–
Pittsfield,	21,766	–	3	1	–
Quincy,	23,899	–	2	1	–
Salem,	35,956	–	4	1	–
Somerville,	61,643	–	3	1	–
Southbridge,	10,025	–	4	–	–
South Hadley,	4,526	–	1	–	–
Spencer,	7,627	–	2	–	–
Springfield,	62,059	1	4	2	3
Taunton,	31,036	–	6	3	–
Waltham,	23,481	–	1	1	1
Webster,	8,804	1	1	–	–
Westfield,	12,310	–	1	–	–
Winchester,	7,248	–	1	1	–
Woburn,	14,254	–	1	–	–
Worcester,	118,421	1	14	6	2
Totals (51),	2,015,897	13	148	50	12

XI. Table showing the number of towns and cities that have maintained evening schools, the number of such schools and of teachers therein, with their attendance and the expense of supporting them, for the past ten years.

YEARS.	NUMBER OF —			ATTENDANCE.					Expense.
	Towns.	Schools.	Teachers.	Males.	Females.	Total.	Average.	Per cent.	
1891-1892, ...	55	255	1,048	22,340	6,881	29,221	15,287	52	$131,557 63
1892-1893, ...	58	244	1,088	21,615	6,169	27,784	14,881	53	152,269 06
1893-1894, ...	55	285	1,194	25,385	7,534	32,919	17,420	52	171,544 57
1894-1895, ...	54	747*	1,166	22,277	6,991	29,268	15,371	53	176,188 14
1895-1896, ...	49	681*	1,197	20,786	9,764	30,550	16,282	53	176,304 02
1896-1897, ...	55	739*	1,352	20,126	9,674	29,800	16,472	55	185,862 42
1897-1898, ...	52	740*	1,262	22,514	9,904	32,418	16,714	52	198,666 43
1898-1899, ...	50	767*	1,227	24,154	12,250	36,404	18,245	50	207,738 85
1899-1900, ...	49	783*	1,263	20,023	10,585	30,608	16,193	53	208,277 25
1900-1901, ...	51	849*	1,326	22,237	11,407	33,644	18,414	55	214,622 82

* Based upon the single class room as the unit of comparison.

The miscellaneous schools are returned as for bookkeeping in Beverly and Haverhill, for sewing, stenography and commercial branches in Everett, for grammar in Holyoke, for trades and cooking in Springfield, for commercial branches in Waltham, and for drawing and modeling in Worcester.

Towns and cities whose population exceeds 10,000 each are required to maintain evening elementary schools. All the cities, therefore, should maintain them and all have done so except Gloucester. The number of towns required to maintain such schools, by the census of 1895, is 6, of which Brookline, Clinton, Hyde Park, Peabody and Westfield complied with the law, and Weymouth did not. The census of 1900 adds to this list of towns Leominster, Milford, Attleborough, Framingham, Adams, Gardner, Revere and Southbridge. Athol, Auburn, Dudley, Greenfield, Hudson, North Attleborough, Norwood, Orange, South Hadley, Spencer, Webster and Winchester also maintain evening elementary schools, though not required to do so.

The number of cities required to maintain evening high schools if petitioned to do so is 10. Of these cities, Boston, Cambridge, Fall River, Lawrence, Lowell, Lynn, New Bedford, Springfield and Worcester maintain such schools, and Somerville does not. Brockton, Hyde Park, Marlborough and Webster also maintain evening high schools though not required to do so.

Attendance and Cost of the Public Evening Schools. — The returns show gains over the preceding year of 2 towns, 66 schools, 63 teachers, 3,036 pupils in the total membership, 2,221 in the average membership and 2 per cent. in the attendance. The cost of the evening schools per pupil in the total membership was $6.38, as against $6.80 a year ago,— a reduction of 42 cents.

PUBLIC KINDERGARTENS.

Public Kindergarten Statistics. — The first public kindergarten statistics for the State were gathered four years ago. The following statement shows the present extent of the movement: —

COUNTIES, CITIES AND TOWNS.	Number of kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.
Barnstable County:				
None, ...	–	–	–	–
Berkshire County:				
Lee, ...	1	2	42	3
North Adams, . .	4	8	270	4
Bristol County:				
Attleborough, . .	2	4	111	3
Easton, ...	1	2	55	3
Fall River, . . .	3	6	324	3
New Bedford, . .	3	6	228	4
Dukes County:				
None, ...	–	–	–	–
Essex County:				
Andover, . . .	3	4	114	3
Haverhill, . . .	1	2	63	4
Marblehead, . . .	2	2	81	3
Peabody, . . .	1	2	51	4
Salem, ...	8	13	424	4
Franklin County:				
Greenfield, . . .	2	2	94	3½
Northfield, . . .	1	2	42	3½
Hampden County:				
Chicopee, . . .	2	2	107	4
Holyoke, . . .	5	10	208	4
Springfield, . . .	8	21	792	–
Westfield, . . .	2	4	71	4
West Springfield, . .	3	5	171	4½
Hampshire County:				
Northampton, . .	3	6	139	3½
Middlesex County:				
Cambridge, . . .	13	26	909	3½
Lowell, ...	12	24	804	3½
Malden, ...	5	10	289	3¾
Medford, . . .	6	8	376	3⅔

COUNTIES, CITIES AND TOWNS.	Number of kindergartens.	Number of teachers.	Number of different pupils.	Minimum age at which pupils are admitted.
Middlesex County — *Con.*				
Melrose, . . .	4	7	187	3½
Newton, . . .	13	28	695	4
Somerville, . . .	5	10	368	3½
Watertown, . . .	1	2	53	3
Winchester, . . .	4	8	140	3½
Nantucket County:				
None, ...	–	–	–	–
Norfolk County:				
Braintree, . . .	5	8	166	4
Brookline, . . .	11	19	463	3½
Dedham, . . .	2	4	162	3½
Milton, ...	4	8	172	3½
Plymouth County:				
Bridgewater, . . .	1	2	50	4
Suffolk County:				
Boston, ...	74	148	5,397	3½
Revere, ...	3	6	238	4
Worcester County:				
Hopedale, . . .	1	2	35	4
Worcester, . . .	12	20	647	4
Totals (37 towns), .	231	443	14,538	3 to 4 years.

The following comparative view shows that the public kindergarten is slowly but steadily gaining in public favor: —

YEAR.	Number of kindergartens.	Increase.	Number of teachers.	Increase.	Number of pupils.	Increase.
1898, . .	192	–	372	–	12,550	–
1899, . . .	210	18	396	24	14,008	1,458
1900, . . .	220	10	423	27	14,257	249
1901, . . .	231	11	443	20	14,538	281

COST OF THE PUBLIC SCHOOLS.

Two Groups of Expenditures for the Public Schools. — In the sixty-fourth report all expenditures for the public schools were brought together for the first time into two natural groups, to wit: —

I. Expenditures for the *support of public schools.*

II. Expenditures for *public school buildings.*

The Legislature of 1900 so extended the statutory definition of support that thereafter, for the first time, it included expenditures of every kind for the public schools except those for public school buildings, such expenditures being for the following designated purposes: —

1. Teachers' wages.
2. Conveyance of pupils.
3. Fuel and care of school premises.
4. School committees, clerks, truant officers, etc.
5. Superintendents of schools.
6. Text-books and supplies.
7. School sundries.

Previous to 1900, items 5, 6 and 7 were not included in the statutory definition of support. Item 2 was not included previous to 1896. The object of the definition is to insure a uniform basis for the distribution of the income of the school fund. Previous to 1900, therefore, two sets of statistics for support used to be prepared, one set covering the statutory items only, for the school fund purpose, and the other covering all the items, for the purpose of showing the full cost. Previous to 1896 there was no class of items entitled "school sundries." Since 1900, therefore, there has been but one set of returns for the cost of support. That set includes all the data that belong there and answers both the school fund purpose and every other. Expenditures for support as given in the present report may be legitimately compared with those that appear in the preceding report, but not with those that appear in earlier reports unless the difference in the definition of support is taken into consideration. The earlier definition was framed in simpler times, when the consolidation of schools, with the conveyance of children to central schools, was not in vogue; when superintendents of schools were either unknown or looked upon as luxuries that only opulent cities could afford; when pupils bought their own text-books and such scant supplies as primitive methods made necessary; and when school sundries, if there were any, made so inconsiderable a showing as to attract no attention.

An Important Distinction. — It should be noted that the *total local expenditure for the support of public schools* is somewhat larger than the *total local taxation cost of such support,* since the total expenditure includes money from other sources than local taxation, as from the State, the income of local funds, voluntary contributions, etc. The present report gives in order: —

1. The total local expenditure for support.
2. The items of this total expenditure.
3. The amount from other sources than local taxation included under the total local expenditure as given under 1.
4. The local taxation cost of support, or the amount given under 1 diminished by the amount given under 3.

A similar distinction exists between the total expenditure for buildings and the total taxation cost, although the difference between the two is comparatively small.

Total Expenditure for Public School Support. — The following table shows the annual aggregates of the total local expenditures for support for the past ten years, the aggregates for the first four years containing all the classes of items for support except "school sundries," and the aggregates for the last six years including all without exception: —

XII. *Table showing the total local expenditure for the support of public schools for the past ten years.*

YEARS.	Total expenditures for support.	Increase.	YEARS.	Total expenditure for support.	Increase.
1891-1892, . .	$6,668,690 93	$15,718 26	1896-1897, . .	$9,132,291 97	$492,759 77
1892-1893, . .	7,388,605 29	719,914 36	1897-1898, . .	9,839,579 33	707,287 36
1893-1894, . .	7,800,254 31	411,649 02	1898-1899, . .	10,286,528 01	446,948 68
1894-1895, . .	8,160,452 37	360,198 06	1899-1900, . .	10,677,485 74	390,957 73
1895-1896, . .	8,639,532 20	479,079 83	1900-1901, . .	11,134,933 91	457,448 17
Average increase, ...					$448,196 12

Total Expenditure for Teachers' Wages. — Previous to 1900 the towns were not called upon to return the total expenditure for teachers' wages as a separate item. In 1900, this total expenditure was given for the first time, — $7,891,458.80. This sum, divided by the total number of teaching positions that year, yielded $642.10 as the average annual pay for each position in the State. Since the average length of all the schools was 9 months and 9 days, or 9.45 months, the average monthly pay for each position was $67.95. The present returns show a total expenditure of $8,230,431.48 for teachers' wages, which means an average of $652.48 for each teaching position for the year and an average of $70.55 per month, the amounts of increase being $338,972.68 in the total expenditure, $10.38 in the average for the year and $2.60 in the average per month respectively. The average pay for men is much above this State average, that for women a little below; for the former average $1,303.70 for the year and $140.94 per month, while the latter average $487.94 for the year and $52.75 per month.

Total Expenditure for the Conveyance of Pupils. — The returns indicate that the process of consolidating small and feeble schools is probably still going on, although it is possible that, if the process were at a standstill, the growth in population, with a certain pressure for better terms by those who convey children, might occasion the entire increase.

XIII. Table showing the total expenditure for the conveyance of children for the past ten years.

YEARS.	Expended for conveyance.	Increase.	YEARS.	Expended for conveyance.	Increase.
1891–1892, .	$38,726 07	$8,077 39	1896–1897,	$105,317 13	$14,181 02
1892–1893, .	50,590 41	11,844 34	1897–1898,	123,032 41	17,715 28
1893–1894, .	63,617 98	13,027 57	1898–1899,	127,409 22	4,376 81
1894–1895, .	76,608 29	12,990 31	1899–1900,	141,753 84	14,344 62
1895–1896, .	91,136 11	14,527 82	1900–1901,	151,773 47	10,019 63

The first conveyance returns were gathered for the year 1888–1889, when the expenditure was only $22,118.38. The law authorizing expenditures for conveyance was enacted in 1869. The number of towns and cities that return expenditures for conveyance has now reached 274, and the expenditures range all the way from $6.25 in Hatfield to $2,640.75 in Lexington.

Total Expenditure for Fuel and Care of School Premises. — The total expenditure for fuel and care of school premises was $1,353,295.87, — an increase of $65,755.07 over the preceding year. This item has been separately given for only two years; consequently no comparison with data for previous years is possible.

Total Expenditures for Supervision. — There are two groups of supervision expenditures, one for school committees and one for superintendents of schools, for which separate tables have been prepared.

XIV. Table showing the total expenditure for supervision by school committees during the past ten years.

YEARS.	Supervision by school committees.	Increase.	YEARS.	Supervision by school committees.	Increase.
1891–1892, .	$79,481 48	$7,877 36*	1896–1897,	$95,664 80	$3,413 90
1892–1893, .	89,026 73	9,545 25	1897–1898,	101,412 86	5,748 06
1893–1894, .	90,358 77	1,332 04	1898–1899,	105,002 46	3,589 60
1894–1895, .	91,281 51	922 74	1899–1900,	140,823 31	35,820 85
1895–1896, .	92,250 90	969 39	1900–1901,	161,293 61	20,470 30

* Decrease.

The increase in the last two years is due chiefly to the inclusion of salaries of truant officers and other items that are closely associated with the supervisory work of the school committee, — items previously omitted from this class and possibly in some returns omitted altogether.

XV. Table showing the total expenditure for supervision by superintendents of schools during the past ten years.

YEARS.	Supervision by superintendents.	Increase.	YEARS.	Supervision by superintendents.	Increase.
1891–1892,	$170,218 48	$12,413 69	1896–1897,	$230,425 66	$6,002 49
1892–1893,	195,737 63	25,519 15	1897–1898,	231,719 13	1,293 47
1893–1894,	209,536 64	13,799 01	1898–1899,	233,561 77	1,842 64
1894–1895,	218,372 48	8,835 84	1899–1900,	281,887 51	48,325 74
1895–1896,	224,423 17	6,050 69	1900–1901,	285,865 00	3,977 49

The large increase for 1899–1900 is due in part to natural growth, but chiefly to the inclusion in full for the first time of the State's contributions to the salaries of the district superintendents. The table aims to give, it should be noted, the total expenditure for such supervision, and not its taxation cost to the towns.

XVI. Table showing the total expenditure for supervision by school committees and superintendents of schools for the past ten years.

YEARS.	Supervision.	Increase.	YEARS.	Supervision.	Increase.
1891–1892,	$249,699 96	$4,536 33	1896–1897,	$326,090 46	$9,416 39
1892–1893,	284,764 36	35,064 40	1897–1898,	333,131 99	7,041 53
1893–1894,	299,895 41	15,131 05	1898–1899,	338,564 23	5,432 24
1894–1895,	309,653 99	9,758 58	1899–1900,	422,710 82	84,146 59
1895–1896,	316,674 07	7,020 08	1900–1901,	452,158 61	29,447 79

The large increase for the last two years has already been explained as due to the inclusion of items omitted in former years.

Total Expenditure for Text-books and Supplies. — The total expenditure for text-books and supplies for the past year was $629,666.11, — an increase of $12,690.90 over the preceding year. This means, however, an increase of only one cent per pupil.

XVII. Table showing the total expenditure for text-books and supplies for the past ten years.

YEARS.	Text-books and supplies.	Cost per pupil.	YEARS.	Text-books and supplies.	Cost per pupil.
1891–1892, .	$532,530 73	$1 70	1896–1897, .	$578,146 59	$1 59
1892–1893, .	562,228 00	1 75	1897–1898, .	592,905 76	1 56
1893–1894, .	581,684 57	1 77	1898–1899, .	585,376 27	1 50
1894–1895, .	620,779 10	1 82	1899–1900, .	616,975 21	1 54
1895–1896, .	522,652 91	1 50	1900–1901, .	629,666 11	1 55
Average for ten years, ...					$1 62

For the first four years of the table a good many items crept into the expenditures for text-books and supplies that did not belong there. The provision made in 1896 for a separate class of school sundries relieved the table and brought out what had previously been concealed, namely, the true cost of text-books and supplies. The supplies cover a great variety of special material for kindergartens, manual training and domestic science departments, physical and chemical laboratories, school libraries and what not, in addition to text-books, paper, ink, pencils, crayons and such staple supplies as all schools need. In view of the very commendable trend of the times to increase the quantity and variety of the material for the teacher to work with, the average cost per pupil is exceedingly reasonable. Superintendents of schools naturally desire to increase the supply of working material for the schools, and it is sometimes charged against them that they are extravagant in this direction, but the table does not confirm this charge. On the contrary, it shows a noticeable steadiness and conservatism.

The danger lies rather in the opposite direction, — the policy of a few towns savoring of penuriousness. But stinting the children in teaching material is akin to stinting them in food. Making them use worn and unclean books is as bad as making them wear soiled and ragged clothes. In the case of the home, there is sometimes palliation for such failures; not so in the case of the town. It saves a few dollars, no doubt, to squeeze another year's use out of overworked text-books; but what about the pupil's loss of interest in such books? What about his offended aesthetic sense? What about the germs of disease even that extreme carelessness here begets? There are losses here, realized and threatened, beside which the money saving looks paltry and mean. The free text-book law is a boon to the schools, but let the books be kept reasonably fresh, clean and attractive.

Total Expenditures for School Sundries. — In 1896 returns of school sundries were for the first time made. Previous to that date there was no class to receive them. Some of them were unloaded into the class of text-books and supplies, impairing that table for its original purpose, but more of them were not reported at all. The table shows that since 1896 these sundries have amounted to nearly $2,000,000. A part of the apparent increase in the cost of the public schools during the past six years over their cost in preceding years is due to the inclusion of these previously omitted sundries.

XVIII. *Table showing the total expenditure for school sundries for the past six years.*

YEARS	Sundries.	Increase.	YEARS.	Sundries.	Increase.
1895–1896,	$247,464 40	–	1898–1899,	$333,847 34	$1,602 43*
1896–1897,	296,350 78	$48,886 38	1899–1900,	317,046 27	16,801 07*
1897–1898,	335,449 77	39,098 99	1900–1901,	322,608 37	5,562 10

* Decrease.

Contributions to the Total Expenditure for Support from Other Sources than Local Taxation. — The money expended for the support of schools does not all come from local taxation. The treasuries of the smaller towns in particular receive considerable sums from other sources. These sources are as follows: —

1. Income of the State school fund (for towns whose valuation is under $3,000,000 each).
2. High school tuition reimbursements by the State (for towns under $500,000).
3. Salary reimbursements by the State (for towns under $350,000).
4. State aid to the salaries of district school superintendents (for towns under $2,500,000).
5. State aid to the salaries of teachers in district superintendencies (for towns under $2,500,000).
6. State payments for the tuition and transportation of State wards.
7. Tuition payments from other towns.
8. Income of local funds that must be expended for the support of public schools.
9. Voluntary contributions for support.
10. Miscellaneous sources.

The total for the first six items for the year 1900, as shown by the report of the State Auditor, is $207,003.94. This amount is distributed as follows: —

1. Income of the school fund, $105,374.00.
2. High school tuition, $11,875.53.
3. District superintendents, $38,250.
4. Teachers in district superintendencies, $25,500.
5. Teachers in towns under $350,000, $11,504.47.
6. Tuition and transportation of State wards, $14,499.94.

The returns of these six items should agree, of course, with the Auditor's statements.

Local Taxation Cost for the Support of Public Schools. — The local taxation cost of the public schools for support is obtained by subtracting from the total expenditure all money received from other sources than local taxation.

XIX. *Table showing the local taxation cost of the public schools for support during the past ten years.*

YEARS.	LOCAL TAXATION COST FOR SUPPORT.			
	As sworn to by school committees.	Increase.	In full.	Increase.
1891–1892, .	$5,578,950 29	$128,564 08*	$6,412,072 64	$78,193 45*
1892–1893, .	6,282,141 20	703,190 91	7,193,134 32	781,061 68
1893–1894, .	6,652,305 59	370,164 39	7,610,671 84	417,537 52
1894–1895, .	6,949,942 96	297,637 37	7,968,463 46	357,791 62
1895–1896, .	7,360,413 38	410,470 42	8,447,204 76	478,741 30
1896–1897, .	7,736,815 48	376,402 10	8,937,403 31	490,198 55
1897–1898, .	8,292,320 12	555,504 64	9,553,807 64	616,404 33
1898–1899, .	8,763,716 03	470,395 91	10,021,503 87	447,696 23
1899–1900, .	10,409,980 16	1,646,264 13	10,409,980 16	388,476 29
1900–1901, .	10,758,432 64	348,452 48	10,758,432 64	348,452 48

* Decrease.

For the first eight years of the table the statutory definition of support did not cover all the items that properly belonged to it; for the last two years, in accordance with an act of the Legislature changing the definition of support, it covers them all. The extension of the definition lifted the taxation cost of support for 1899–1900 by $1,646,264.13, of which $388,476.29 represented the year's growth and $1,257,787.84 new items previously omitted. The table shows how the two sets of expenditures for support, the first required for school fund purposes and the second to show the full taxation cost, have now been brought together, thus greatly simplifying and improving an important presentation.

COST OF PUBLIC SCHOOL BUILDINGS.

Total Expenditure for Public School Buildings. — The table gives the amount of money actually paid out of the local town and city treasuries for public school buildings during each year of the last ten. Not all of the expenditure in any one year is met by the local taxation of that year. The money for school buildings is, indeed, sometimes fully provided for in an immediate tax levy, but more often it is raised on notes or bonds whose payment extends over a series of years. It would be idle to follow up the annual contributions to such subsequent payment from money raised by taxation, and so it is assumed that the money paid for buildings, voluntary contributions excluded, is raised by taxation during the year of such expenditures. In the long run it comes out all right. The expenditure has to be met out of the taxes at some time; if the tax burden is nominally higher than the real burden for one year, it is nominally lower another year.

XX. Table showing the total expenditure for public school buildings for the past ten years.

YEARS.	EXPENDITURE FOR PUBLIC SCHOOL BUILDINGS.				
	New buildings.	Alterations and improvements.	Ordinary repairs.	Total.	Increase.
1891-1892, . .	$1,916,064 99	$252,371 38	$478,429 25	$2,646,865 62	$745,292 72
1892-1893, . .	1,556,039 40	231,306 24	487,956 56	2,275,302 20	371,563 42*
1893-1894, . .	1,432,542 85	274,684 13	460,745 99	2,167,972 97	107,329 23*
1894-1895, . .	1,670,081 60	547,121 64	283,700 61	2,500,903 85	332,930 88
1895-1896, . .	2,400,005 87	505,477 00	284,175 54	3,189,658 41	688,754 56
1896-1897, . .	2,207,981 78	520,215 28	530,148 89	3,258,345 95	68,687 54
1897-1898, . .	2,719,912 01	551,004 48	543,153 81	3,814,070 30	555,724 35
1898-1899, . .	2,742,617 11	291,408 51	569,284 58	3,603,310 20	211,760 10*
1899-1900, . .	2,200,193 16	614,003 80	334,560 71	3,148,757 67	454,552 53*
1900-1901, . .	2,135,631 63	554,701 37	354,680 09	3,045,013 09	103,744 58*

* Decrease.

Contributions to the Total Expenditure for Public School Buildings from Other Sources than Local Taxation. — These contributions for the past year have been slight, — only $3,087.01. Only those voluntary contributions that find their way into the local treasuries are here mentioned. Most of the voluntary contributions made to the public schools, whether made for support or for buildings, are expended directly upon them, without finding their way into the treasurer's reports.

Total Taxation Cost of Public School Buildings. — The total taxation cost of public school buildings is, of course, the total expenditure, $3,045,013.09, diminished by the voluntary contributions mentioned above, $3,087.01, or $3,041,926.08.

TOTAL COST OF THE PUBLIC SCHOOLS FOR BOTH SUPPORT AND BUILDINGS.

Total Expenditure and the Total Local Taxation Cost of the Public Schools for both Support and Buildings. — Bringing together the items that have been given separately under the heads of support and of buildings, we have the grand totals of expenditure and of local taxation cost for all public school purposes.

XXI. Table showing the total expenditure and the total local taxation cost for support and buildings, that is, for all public school purposes, for the past ten years.

YEARS.	Total expenditure for all school purposes.	Increase.	Total local taxation cost for all school purposes.	Increase.
1891-1892, ...	$9,315,556 57	$761,011 06	$9,058,938 26	$667,099 27
1892-1893, ...	9,663,907 49	348,350 92	9,468,436 52	409,498 26
1893-1894, ...	9,968,227 28	304,319 79	9,778,644 81	310,208 29
1894-1895, ...	10,661,356 22	693,128 94	10,469,367 31	690,722 50
1895-1896, ...	11,829,190 61	1,167,834 39	11,636,863 17	1,167,495 86
1896-1897, ...	12,390,637 92	561,447 31	12,195,749 26	558,886 09
1897-1898, ...	13,653,649 63	1,263,011 71	13,367,877 94	1,172,128 68
1898-1899, ...	13,889,838 21	236,188 58	13,624,814 07	256,936 13
1899-1900, ...	13,826,243 41	63,594 80*	13,550,395 78	74,418 29*
1900-1901, ...	14,179,947 00	353,703 59	13,800,358 72	249,962 94

* Decrease.

XXII. Table showing the average cost of the public schools per child, on each of the bases indicated, for the past ten years.

YEARS.	TAXATION COST OF SUPPORT FOR EACH CHILD —				TAXATION COST OF SUPPORT AND BUILDINGS FOR EACH CHILD —				TOTAL EXPENDITURE FOR ALL SCHOOL PURPOSES FOR EACH CHILD —			
	In the State between 5 and 15.	Increase.	In the average membership of the public schools.	Increase.	In the State between 5 and 15.	Increase.	In the average membership of the public schools.	Increase.	In the State between 5 and 15.	Increase.	In the average membership of the public schools.	Increase.
1891–1892, . .	$16 74	$0 51*	$20 47	$0 61*	$23 66	$0 37	$28 92	$1 67	$24 32	$1 60	$29 74	$1 97
1892–1893, . .	18 44	1 70	22 42	1 95	24 28	62	29 51	59	24 77	45	30 11	37
1893–1894, . .	19 01	57	23 17	75	24 43	15	29 77	26	24 90	13	30 34	23
1894–1895, . .	19 49	48	23 32	15	25 61	18	30 64	87	26 07	1 17	31 20	86
1895–1896, . .	20 24	75	24 18	86	27 88	2 27	33 31	2 67	28 34	2 27	33 86	2 66
1896–1897, . .	20 72	48	24 56	38	28 27	39	33 52	21	28 72	38	34 05	19
1897–1898, . .	21 65	93	25 22	66	30 28	2 01	35 29	1 77	30 93	2 21	36 04	1 99
1898–1899, . .	22 31	66	25 64	42	30 34	06	34 85	44*	30 92	01*	35 53	51*
1899–1900, . .	22 73	42	26 06	42	29 59	75*	33 92	93*	30 19	73*	34 62	91*
1900–1901, . .	22 69	04*	26 49	43	29 11	48*	33 98	06	29 90	29*	34 92	30

* Decrease.

Cost of the Public Schools per Child.

Bases of Computation. — The average cost of the public schools per child varies according to the bases of computation adopted. The statutes require that each town shall raise by taxation for the support of schools a sum not less than three dollars for each child between five and fifteen. As a matter of fact, the towns are voluntarily raising far more than that sum for each child between five and fifteen, the State average being at least seven times that sum. Were it not for this now useless requirement, all statistics about children between five and fifteen might be omitted with profit. Many of the children between these limits are in private schools. Children from five to seven and from fourteen to fifteen are not required to attend school at all. The most trustworthy basis for the number of children in determining the cost of the public schools per child is the average membership of the public schools, — a fact that can be determined with great uniformity and precision if the rules of the State register are complied with.

Percentage of State Valuation expended for Public School Purposes.

Relations of the School Tax to the Total Tax. — The total assessed valuation of the State May 1, 1900, was $2,961,119,947, or 32 per cent. higher than ten years ago; the aggregate of all the municipal taxes based on that assessment was $47,914,058, or 48 per cent. higher than the aggregate ten years ago. The average rate of municipal taxation is $1.82 on a thousand higher than ten years ago, 56 cents higher than one year ago. The school tax for all purposes except buildings is $3.63 on a thousand, one cent more than a year ago, but its ratio to the total tax has declined somewhat on account of the increase in the latter for other than school purposes. Indeed, the tax rate for school support has remained about stationary for four years. For support and buildings together the tax rate for the past four years has been declining. These facts appear with others in the table on the following page. The table shows also how the tax for support and the

XXIII. *Table showing the relations of the school tax to the municipal tax for ten years.*

YEARS.	Total valuation of the State.	Total municipal tax of the State for all purposes.	DOLLARS ON A THOUSAND.				RATIO TO ENTIRE MUNICIPAL TAX OF —		
			Average municipal tax.	Average school tax for support.	AVERAGE SCHOOL TAX.		Average school tax for support.	AVERAGE SCHOOL TAX.	
					Buildings excluded.	Buildings included.		Buildings excluded.	Buildings included.
1891-1892, . .	$2,245,042,273	$32,242,721	$14 36	$2 56	$2 85	$4 03	.178	.198	.280
1892-1893, . .	2,333,025,090	34,465,969	14 77	2 74	3 08	4 05	.185	.208	.274
1893-1894, . .	2,428,339,029	36,397,292	14 98	2 78	3 13	4 02	.185	.209	.268
1894-1895, . .	2,471,521,505	36,914,205	14 93	2 85	3 22	4 23	.190	.215	.283
1895-1896, . .	2,542,348,993	38,084,609	14 98	2 93	3 32	4 57	.195	.221	.305
1896-1897, . .	2,622,520,278	39,954,339	15 23	2 98	3 40	4 65	.196	.223	.305
1897-1898, . .	2,702,328,054	41,593,555	15 39	3 10	3 53	4 94	.201	.229	.321
1898-1899, . .	2,764,242,784	43,792,378	15 84	3 20	3 62	4 92	.202	.229	.311
1899-1900, . .	2,876,021,222	45,038,672	15 66	3 62	3 62	4 71	.231	.231	.301
1900-1901, . .	2,961,119,947	47,914,058	16 18	3 63	3 63	4 66	.224	.224	.288

tax for all purposes except buildings, heretofore at some distance apart because of an antiquated definition of support in the statutes, have, during the past two years, come together under the operation of the new definition.

MISCELLANEOUS FUNDS AND REVENUES.

Various Revenues of Service to the Public Schools. — On pages xci and xcii of the abstract of returns, at the end of this report, may be found a summary of such miscellaneous funds and revenues as are of service to the public schools. The aggregate of local funds whose income, by the terms of their creation, must be appropriated to the public schools, is $1,121,987.55, and their income was $55,172.21. This income is included in the total expenditure for schools, but not, of course, in their taxation cost. Other money, chiefly from the dog tax, but not required to be expended for the schools, was nevertheless voluntarily appropriated to their use, to the amount of $110,961.73. This sum appears, therefore, in the taxation cost as well as in the total expenditure. Then there were some voluntary contributions made directly to the schools, to the amount of $12,142.82. This sum, not finding its way into the accounts of the local treasuries, does not appear in the total expenditure for schools.

THE MASSACHUSETTS SCHOOL FUND.

Large Temporary Increase in the Income from the School Fund. — By chapter 408, Acts of 1893, the excess of income from the bonds and stocks in the Fitchburg Railroad securities loan sinking fund was assigned to the income of the Massachusetts school fund. By the sale of 50,000 previously unproductive shares of the common stock of the Fitchburg Railroad Company to the Boston & Maine Railroad Company, this sinking fund came into possession of gold bonds, bearing 3 per cent. interest, to the extent of $5,000,000, thus lifting the productive securities of the sinking fund to $10,000,000, or double the amount required for the purposes of the fund. The Legislature, by chapter 223, approved April 2, 1901, authorized the transfer of these Boston & Maine gold bonds from the Fitchburg Railroad securities loan sinking fund to such other sinking fund or funds as the Governor and Council might select. The transfer was not made, however, until the bonds had remained a full year in the Fitchburg Railroad securities loan sinking fund, and until the excess of income payable to the income of the school fund had risen to $175,000. Inasmuch as the amount derived from this excess and added to the school fund income has been $25,000 annually for several years, it follows that the additional sum received by the school fund income from the excess for 1901 amounts to $150,000. One half of this sum of $150,000 goes to the school fund towns by the distribution of Jan. 25, 1902, in addition to one half of the rest of the school fund income. The result of it all is that the amount available for the school fund towns the present year is nearly twice as large as it was a year ago and nearly twice as large as it will be again under the existing laws.

What constitutes Legal and Honorable Use of the School Fund Money. — This large, sudden and temporary increase in the school fund income will give the towns special problems in the management of their respective shares. In this connection, it needs to be emphasized that what a town receives from the income of the school fund —

1. *Is subject to the control, not of the selectmen nor of the town itself, but of the school committee.*
2. *Must be applied exclusively to the support of the public schools.*

"Support" is defined in the statutes as covering expenditures for all school purposes except those for school buildings. Any system that directs or permits the diversion of the school fund income, or any portion or unexpended balance of it, to any other purpose than that of public school support is absolutely illegal. Such diversion of an income sacredly set apart to its last dollar for the support of the public schools is believed to be a reducing, but not a wholly extinct, evil. No town is worthy of aid from the income that permits or winks at such betrayal of trust. It is as much the legal and moral duty of a town treasurer to keep a separate account with the town's share in the school fund income, so as to know at any moment the unexpended balance thereof, and to hold that unexpended balance secure for its school purpose, as for the

State Treasurer to keep a separate account with the school fund itself, and to hold its income secure for distribution among the towns legally entitled to it. The following circular letter from the commissioners of the school fund was sent to the school fund towns Jan. 1, 1901: —

COMMISSIONERS OF THE MASSACHUSETTS SCHOOL FUND.

STATE HOUSE, BOSTON, Jan. 1, 1901.

RELATION OF TOWNS TO THE INCOME OF THE MASSACHUSETTS SCHOOL FUND.

The Commissioners of the Massachusetts School Fund call the attention of the school committees, the selectmen and the treasurers of towns sharing in the distribution of the income of the school fund to the following provisions of the law relative thereto: —

1. Each town's annual share in the income of the school fund, payable to the treasurer thereof on the 25th of January (section 4, chapter 43 of the Public Statutes*), is subject to the control, not of the selectmen nor of the town itself, but of the school committee (section 6, chapter 43 of the Public Statutes*).

2. Each town's share in the income must be applied exclusively to the support of the public schools. Any diversion of such share from the purpose designated by law is illegal (section 6, chapter 43 of the Public Statutes*).

If the treasurer of the town fails to keep a separate and detailed school fund account, but turns the school fund money into the general appropriation for schools, it becomes difficult, if not impossible, to follow the disposition of it. It may be expended for other school purposes than those of support; the town or the selectmen may direct or control its expenditure when the State has made it the duty of the school committee to do so; or a portion of the money may work its way into unexpended balances and so revert to the town treasury from which, its character as school fund money having been lost sight of, it may be subsequently appropriated for other than school purposes. Even when the omission to keep a separate school fund account does not lead in fact to a diversion of the school fund income from its true purpose, it leads to more or less of public uncertainty as to the control and disposition of such income. The Commissioners of the School Fund therefore request: —

1. That the treasurer in every school fund town shall keep a separate and detailed school fund account.

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* See sections 5 and 7, chapter 41, Revised Laws.

2. That the treasurer shall make no payment from the school fund account unless such payment is primarily and duly authorized by the school committee.

The scrupulous care shown by many of the school fund towns in keeping their school fund accounts is recognized. It is hoped that the school committees, the selectmen and the treasurers of towns that have not exercised such care will appreciate not only the propriety of exercising it, but the necessity of doing so, if they would respect the letter and the spirit of the school fund legislation. It ought to be possible for every school fund town, if called upon at any time to do so, to furnish the commissioners a satisfactory statement of its school fund account.

EDWARD S. BRADFORD,
Treasurer and Receiver-General,
FRANK A. HILL,
Secretary of the State Board of Education,
COMMISSIONERS OF THE MASSACHUSETTS SCHOOL FUND.

In view of the probability that the school fund money received the present year by many a town, added to the sum that must be raised by law, will more than suffice for the support of the schools, it becomes exceptionally important that school committees shall see to it that the unexpended balances the present year are definitely ascertained and strictly saved for the purposes of school support during the ensuing year or years.

Inequalities in the Distribution of the School Fund Income. — A year ago data were given to show for each of the 250 school-fund towns of the State the valuation, the average membership of the public schools, the average valuation behind each pupil in the average membership, the tax rated for three successive years expressed in dollars on a thousand, the tax rates during these years for the support of schools, the percentage of the entire municipal tax that went for schools in 1899–1900, and the amount of aid received from the State. Corresponding data were given for the remaining 103 non-school-fund towns. (See pages 272–296 of the sixty-fourth report.) The conclusions drawn from these data are so significant that they need to be repeated. They show that the State needs to revise its methods of distribution if it would avoid the anomaly and the injustice in so many instances of requiring the weak to help the strong. Note first the following facts for the State as a whole : —

1. Valuation of the State May 1, 1899,	$2,876,021,222
2. Average membership of the public schools, 1899,	399,423
3. Valuation behind each person in the average membership,	$7,200 00
4. Average municipal tax rate for 1897,	15 39
Average municipal tax rate for 1898,	15 84
Average municipal tax rate for 1899,	15 66
5. Average municipal tax for school support for 1897,	3 10
Average municipal tax for school support for 1898,	3 20
Average municipal tax for school support for 1899,	3 62
6. Percentage of entire tax expended for support in 1899,	23
7. Amount raised by taxation and expended for school support of each person in the average membership,	$26 06

Upon comparing with the foregoing State averages the corresponding data for the 250 school-fund towns, the following facts appear : —

1. That 13 of these towns have a valuation behind each person in the average membership of the public schools larger than the State average of $7,200.

2. That 126 of these towns for 1899 had a lower municipal tax rate than the State average of $15.66.

3. That 51 of these towns raised by taxation and expended for the support of public schools for 1899 a less sum for each thousand dollars of valuation than the State average of $3.62.

4. That 29 of these towns devoted a less percentage of their total tax of 1899 to school support than the State average of 23 per cent.

5. And that 13 of these towns raised by taxation and expended for the school support of each person in the average membership of the public schools for 1899 a sum larger than the State average of $26.06.

Upon making a similar comparison for the 103 non-school-fund towns, the following facts appear : —

1. That 80 of these towns have a valuation behind each person in the average membership of the public schools that is less than the State average of $7,200.

2. That 71 of these towns have a higher municipal tax for 1899 than the State average of $15.66.

3. That 79 of these towns raised by taxation and expended for the support of public schools for 1899 a larger sum for each thousand dollars of valuation than the State average of $3.62.

4. That 72 of these towns devoted a greater percentage of their total tax for 1899 to school support than the State average of 23 per cent.

5. And that 62 towns raised by taxation and expended for the school support of each person in the average membership of the public schools for 1899 a sum less than the State average of $26.06.

The foregoing facts, as well as others that careful study would reveal, indicate forcibly enough the need of readjusting the distribution of the income of the school fund not only to changed conditions but to a better knowledge of old conditions. The State makes its demands impartially upon all. It aims to reduce the stress where its demands press unduly. To extend its aid to wealthy towns that tax themselves for their schools far below the average liberality and self-sacrifice of the State, to withhold its aid from poor towns that are compelled to tax themselves for their schools far above the average liberality and self-sacrifice of the State; nay, to require the poor towns to come to the aid of the wealthy, which is a necessary consequence when State aid goes to the latter and not to the former, — these are extremes, anomalies, incongruities, indeed, in a State policy that is admirable in the main, but they none the less merit correction.

THE STATE'S CONTRIBUTIONS TO THE SUPPORT OF PUBLIC SCHOOLS.

Four Forms or Methods of State Aid to the Public Schools of the Towns. — The State in four ways is directly assisting certain towns to maintain their public schools: —

1. By means of the income of the school fund.
2. By means of its reimbursement of high school tuition to certain towns.
3. By means of its reimbursement of advances in teachers' salaries to certain towns.
4. By means of its aid to superintendency districts.

The Principle that underlies State Assistance. — The principle that underlies State assistance to the schools needs to be kept steadily in thought. It was stated in the sixty-fourth report in the following language: —

> The State is steadily strengthening its demands upon the towns to furnish adequate schooling to the children. It does so for the children's sake as well as its own. It does so without reference to the ability of the towns to comply with its demands. It consequently asks for more than some of the towns can give. Either the State should reduce its demands, or help the towns to rise to them. Lowering its standard means sacrificing the children; it runs counter to the spirit of the times, particularly to the people's conviction that in education the avenues to the highest opportunities should be kept open to the humblest child. There is no likelihood — it would be a calamity if it occurred — of the State's receding from its demands. The alternative, then, is some measure of help to overburdened towns. Strictly speaking, the State's so called help to the towns is a recognition of its own obligation to meet the expense of such requirements as it makes beyond the ability of the towns to satisfy. Such help is not a gift, but the discharge of a debt; not charity, but justice. For every dollar of such help by the State there is value received. The theory presupposes that the towns shall pay for their own schools up to the limits of a reasonable, if not of a strenuous effort. This is essential that their self-reliance shall not be undermined. But the State's duty to carry the burden of the excess due to its legislation rests on the solidest of foundations, and should be faithfully discharged, whatever its methods of raising the money.

STATE REIMBURSEMENT OF HIGH SCHOOL TUITION.

Expenditures and Rates of Tuition for Seven Years. — The law authorizing the State to reimburse towns whose valuation is under $500,000 for their payments of high school tuition in other towns, provided they have no high school at home, went into effect April 4, 1895. Expenditures under the law for the past seven years have been made as follows: —

PERIOD COVERED.	Number of towns.	Number of tuition pupils.	High schools approved.	Average tuition.	Amount reimbursed.
April and June, 1895, . .	28	112	29	$23 42	$840 41
September, 1895, to June, 1896,	38	143	29	31 05	3,873 05
September, 1896, to June, 1897,	43	219	33	31 72	6,121 72
September, 1897, to June, 1898,	51	255	39	32 61	7,309 18
September, 1898, to June, 1899,	59	298	41	34 29	9,436 67
September, 1899, to June, 1900,	62	347	42	37 80	11,819 53
September, 1900, to June, 1901,	62	357	46	35 14	12,384 43

The number of pupils has increased by 10 and the expenditure by $564.90.

PERIOD COVERED.	Average tuition rate.	Average tuition expenditure per pupil.	Excess of rate above expenditure.
September, 1895, to June, 1896, .	$31 05	$27 06	$3 99
September, 1896, to June, 1897, .	31 72	27 91	3 81
September, 1897, to June, 1898, .	32 61	28 66	3 95
September, 1898, to June, 1899, .	34 29	31 67	2 62
September, 1899, to June, 1900, .	37 80	34 06	3 74
September, 1900, to June, 1901, .	35 14	34 69	45

The increase in the rate for six years has been $4.09; in the average expenditure per pupil, $7.63.

Details of Expenditure for 1900–1901. — The following table gives expenditures under the law for 1900–1901: —

XXIV. Table showing high school tuition reimbursements under chapter 496, Acts of 1898, section 3.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Alford,	8	Great Barrington (Searles).	$54 00	$387 00
Becket,	1	Westfield,	50 00	50 00
Becket,	1	Pittsfield,	36 00	36 00
Becket,	7	Chester,	32 00	188 00
Berkley,	9	Taunton,	50 00	424 75
Blandford,	1	Westfield,	50 00	50 00
Bolton,	2	Clinton,	40 00	69 00
Boxborough,	13	Concord,	48 00	608 00
Boylston,*	5	West Boylston,	40 00	96 00
Boylston,†	2	Clinton,	40 00	45 00
Boylston,	3	Clinton,	40 00	116 00
Boylston,	1	Worcester (English),	60 00	45 00
Carlisle,	2	Concord,	48 00	80 00
Carlisle,	2	Chelmsford,	24 00	32 00
Carlisle,	1	Lowell, Concord,	60 00 48 00	20 00 32 00
Carlisle,	1	Chelmsford, Concord,	24 00 48 00	8 00 32 00
Charlemont,	2	North Adams,	30 00	60 00
Chilmark,	2	Tisbury (Vineyard Haven).	36 00	47 00
Clarksburg,	8	North Adams,	30 00	240 00
Cummington,	3	Northampton,	45 00	135 00
Cummington,	1	Ashfield,	30 00	30 00
Dana,	9	New Salem,	25 00	219 44
Dunstable,	2	Lowell,	60 00	120 00

* 1898-1899.

† 1899-1900.

XXIV. *High school tuition reimbursements, etc.* — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Dunstable, . .	2	Pepperell, . . .	$18 00	$36 00
Dunstable, . .	2	Groton, ...	15 00	35 00
Eastham, . .	9	Orleans, . . .	32 00	238 40
Egremont, . .	19	Great Barrington (Searles).	54 00	819 00
Erving, . .	4	Athol, ...	36 00	112 50
Erving, . .	8	Greenfield, . . .	30 00	205 50
Erving, . .	3	Orange, ...	25 00	68 00
Florida, . .	2	North Adams, . .	30 00	60 00
Gill, . . .	7	Bernardston (Powers Institute).	21 00	147 00
Gill, . . .	13	Montague (Turner's Falls).	30 00	370 00
Goshen, . .	4	Ashfield, . . .	30 00	120 00
Granville, . .	6	Westfield, . . .	50 00	283 75
Greenwich, . .	5	Athol, ...	36 00	147 60
Greenwich, . .	2	Hardwick, . . .	15 00	30 00
Halifax, . .	1	Brockton, . . .	60 00	60 00
Halifax, . .	1	Rockland, . . .	36 00	36 00
Hampden, . .	1	Westfield, . . .	50 00	50 00
Hancock, . .	1	Pittsfield, . . .	36 00	36 00
Hawley, . .	1	Concord, . . .	48 00	48 00
Hawley, . .	1	Greenfield, . . .	30 00	30 00
Hawley, . .	1	Charlemont, . . .	30 00	20 00
Heath, . . .	1	North Adams, . .	30 00	30 00
Heath, . . .	1	Charlemont, . . .	30 00	10 00
Leverett, . .	7	Montague (Centre), .	30 00	210 00
Leverett, . .	4	Amherst, . . .	35 00	100 00
Leyden, . .	4	Greenfield, . . .	30 00	102 00

XXIV. High school tuition reimbursements, etc. — Continued.

Towns.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Leyden, . .	2	Bernardston (Powers Institute).	$21 00	$28 00
Middlefield, .	1	Chester, ...	32 00	23 20
Monroe, . .	1	North Adams, . .	30 00	30 00
Monterey, . .	9	Great Barrington (Searles).	54 00	441 00
Montgomery, .	2	Westfield, . . .	50 00	100 00
Montgomery, .	1	Huntington, . . .	25 00	25 00
New Braintree, .	2	Ware, ...	40 00	80 00
Oakham,* . .	5	Rutland, . . .	16 50	64 00
Oakham, . .	3	Rutland, . . .	16 50	43 50
Oakham, . .	4	Barre, ...	20 00	66 00
Otis, . . .	1	West Springfield, . .	40 00	40 00
Otis, . . .	1	Lee, ...	30 00	30 00
Paxton, . .	2	Worcester (English), .	60 00	120 00
Paxton, . .	5	Worcester (Classical), .	60 00	300 00
Pelham, . .	3	Amherst, . . .	35 00	105 00
Pelham, . .	1	New Salem, . . .	25 00	25 00
Peru, . . .	2	Dalton, ...	10 00	23 50
Phillipston, . .	3	Athol, ...	36 00	108 00
Plainfield, . .	3	Ashfield, . . .	30 00	70 00
Plympton, . .	5	Kingston, . . .	30 00	130 00
Plympton, . .	1	Middleborough, . .	40 00	40 00
Prescott, . .	5	New Salem, . . .	25 00	108 33
Richmond, . .	3	Pittsfield, . . .	36 00	108 00
Richmond, . .	1	Great Barrington (Searles).	54 00	9 00
Rowe, . . .	4	Charlemont, . . .	30 00	110 00

* 1899-1900.

XXIV. *High school tuition reimbursements, etc.* — Continued.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Royalston, . .	1	Winchendon, . . .	$28 00	$28 00
Royalston, . .	3	Athol, ...	36 00	88 00
Russell, . .	2	Westfield, . . .	50 00	100 00
Russell, . .	1	Huntington, . . .	25 00	25 00
Sandisfield, . .	1	Springfield (Centre), .	60 00	15 00
Shutesbury,* .	1	Amherst, . . .	35 00	34 50
Shutesbury, .	2	Montague (Centre), .	30 00	60 00
Shutesbury, .	1	Amherst, . . .	35 00	35 00
Southampton, .	14	Easthampton, . .	40 00	546 66
Southwick, . .	8	Westfield, . . .	50 00	357 50
Sunderland, .	4	Greenfield, . . .	30 00	85 50
Truro,* . .	3	Provincetown, . .	38 00	78 00
Truro,* . .	1	Wellfleet, . . .	30 00	30 00
Truro, . . .	1	Orleans, ...	32 00	31 20
Tyngsborough, .	11	Lowell, ...	60 00	660 00
Tyringham, .	1	Lee, ...	30 00	30 00
Warwick, . .	1	Orange, ...	25 00	9 00
Washington, .	1	Westfield, . . .	50 00	50 00
Wendell, . .	3	Orange, ...	25 00	75 00
Wendell, . .	1	New Salem, . . .	25 00	25 00
Wendell, . .	1	Montague (Centre), .	30 00	30 00
Westhampton, .	9	Northampton, . .	45 00	405 00
Westhampton, .	2	Easthampton, . .	40 00	66 60
West Stockbridge, .	9	Great Barrington (Searles). .	54 00	405 00
West Tisbury, .	1	Tisbury (Vineyard Haven).	36 00	15 00

* 1899-1900.

XXIV. *High school tuition reimbursements, etc.* — Concluded.

TOWNS.	Number of pupils.	High schools attended.	Rate per year.	Amounts.
Whately, . .	1	Williamsburg, . .	$36 00	$12 00
Whately, . .	5	Northampton, . .	45 00	225 00
Whately, . .	2	Greenfield, . . .	30 00	60 00
62 towns, .	357	46 schools, . .	$35 14	$12,384 43

Small High Schools approved. — A few small high schools have been approved for tuition reimbursement purposes, because they are the only schools available for certain towns. Those with one teacher cannot do justice to a full high school course. Those with two teachers can only do so when the work of the school is reduced to the simplest and most manageable forms. It is difficult for such schools to do much in science; laboratories are generally not feasible; the conditions favor a bookish trend, rather. And yet, if they are fortunate in their teachers, these small schools, in spite of their limitations, render a valuable service, each to its own group of patron towns. Next in order come the three-teacher high schools, where of course the conditions are better still, or ought to be, for doing full high school work. The following is a list of these smaller approved schools: —

TOWNS.	Population.	Number of teachers.	Number of pupils.	Length of schooling in months and days.	Salary of principal.	Tuition rate.
Charlemont, . .	1,094	1	34	10	$400	$30
Chester, . . .	1,450	1	14	10	500	32
Tisbury, . . .	1,149	1	29	9	475	36
Wellfleet, . . .	988	1	33	8–18	1,000	30
Ashfield, . . .	955	2	30	10	800	30

Towns.	Population.	Number of teachers.	Number of pupils.	Length of schooling in months and days.	Salary of principal.	Tuition rate.
Barre,	2,278	2	43	10	$1,100	$40
Hardwick,	3,203	2	23	9–16	800	15
Huntington,	1,475	1	20	10	800	25
Kingston,	1,955	2	56	10	1,000	30
New Salem,	807	2	40	9	558⅓	25
Orleans,	1,123	2	51	9–16	850	32
Rutland,	1,334	2	40	8	416	16½
Bernardston,	778	3	66	9–18	850	21
Chelmsford,*	3,984	3	60	9–15 9–15	840 840	24
Easthampton,	4,790	3	74	9–15	1,500	40
Groton,	2,052	3	81	9–2	1,300	15
Lee,	3,956	3	95	9–15	1,200	30
Pepperell,	3,701	3	78	9–15	1,000	18
Provincetown,	4,555	3	66	8–15	1,026	38
West Boylston,	2,314	3	45	9–11	1,000	40
Williamsburg,*	1,955	3	63	10 10	600 560	36

* Two high schools.

There are, then, 5 approved high schools with but one teacher each, 7 with two each and 9 with three each. The remaining approved high schools have from 4 to 40 teachers each. Most of them are well equipped and some of them superbly. The great majority of the tuition pupils from the eligible towns are in these larger schools.

Classification of Towns under $500,000. — By the assessment of May 1, 1900, the number of towns with a valuation of less than $500,000 each is 80. Of these towns, the following 7 have high schools of their own: Bernardston, New Salem, Brimfield, Granby, Worthington, Ashby and Charlemont. The following 11 towns, with a population of 4,187, have neither high schools nor high school pupils: Chesterfield, Gay Head, Gosnold, Holland, Lanesborough, Mount Washington, New Ashford, Savoy, Tolland, Wales and Windsor. The remaining 62 towns send their high school pupils to other towns.

Tendencies to be checked. — In a few high schools the following tendencies have been noticed: (1) to increase the tuition rates unduly; (2) to lower the educational standards for the admission of tuition pupils from other towns.

The State is so good a paymaster that the temptation to this kind of thrift undoubtedly exists. Generally, however, the rates are fair; frequently they are less than the local cost per pupil; and sometimes they are very small. It would be a mistake to measure the advantages offered by the rates charged, because some good schools purposely keep their rates low, in a spirit of comity or of a liberal educational policy.

Extension of the State's Policy. — The State, by its requirement that every town shall provide free high school tuition for its properly qualified children, without reference to the town's ability to do so, had practically to face the alternative of requiring the oppressive or the impossible of towns, or of aiding them to comply with its mandate. But whenever a line has to be drawn with aid on one side of it and none on the other, it must always be a question where this line can best be fixed. The present tuition reimbursement policy is working so well that it is worth while to inquire whether it may not be profitably extended to other towns that need it.

State Reimbursement of Advances in Teachers' Salaries.

A Policy of Increased Carefulness adopted. — From June, 1896, down to September, 1900, the advances made by the school committees in the salaries of teachers under chapter 408, Acts of 1896, as amended by chapter 498, Acts of 1897, were approved without question by the Board upon receipt of certificates from the committees that they had specially examined the teachers and approved them as possessing exceptional ability. An experience of four years with this method, while showing good results in towns that took pains with its administration, revealed so much that was weak or defective that it was decided to approve no increase in salary at State expense after September, 1900, without personal investigation of the merits of the case by an agent of the Board. This new policy has given to our agents, particularly to Mr. Fletcher in the western counties, much additional work, all of a highly delicate and responsible character and some of it very perplexing. Indeed, it has been necessary to withdraw agents temporarily from their own districts of inspection and to send them to Mr. Fletcher's aid. The office, too, has been hard pressed to handle the correspondence created by the conditions of this novel and interesting field. As results of non-compliance with the provisions of the law and the rules of the Board, it has been necessary to reduce the amounts claimed in some of the certificates. Some of the difficulties incident to the change of policy are due to the failure of towns to realize the radical nature of this change, and are not likely to be repeated another year. While holding towns up to the law and to the rules authorized by the Board for the granting of its approval as a condition of State help, the office has assisted school committees so far as it could legitimately do so in making good their omissions or errors of procedure. The new policy has unquestionably toned up the administration of the law, and is yielding excellent results, on the whole, in improving the teaching force. Indeed, there is hardly a better way to bring a direct and wholesome stimulus to bear upon that force. The stimulus goes to the very source of gain and hope for the schools, and might be gradually extended to other towns with great profit to them and but slight burden to the State.

Directions to School Committees. — Directions relative to the new policy of approval were printed in the sixty-fourth report. Some points in these directions have since been amplified. For this reason, as well as for the purpose of keeping the directions before school committees until they are fully understood, it is deemed advisable to reprint them in full: —

STATE HOUSE, BOSTON, Aug. 1, 1901.

CIRCULAR OF INFORMATION. — STATE REIMBURSEMENT OF CERTAIN EXPENDITURES FOR THE SALARIES OF PUBLIC SCHOOL TEACHERS IN SMALL TOWNS.

LEGISLATION.

The attention of school committees and school superintendents in eligible towns seeking State reimbursement of certain expenditures for the salaries of public school teachers is called to the provisions of chapter 408, Acts of 1896: —

> With the approval of the state board of education there may be paid from the income of the school fund, to any town having a valuation of less than two hundred and fifty thousand dollars, a sum not exceeding two dollars per week for the actual time of service of each teacher, approved by the school committee of said town after special examination as to exceptional ability, employed in the public schools of said town, which sum shall be added to the salary of such teacher: *provided*, that the amount paid by the town toward the salary of such teacher shall not be less than the average salary paid by said town to teachers in the same grade of school for the three years next preceding, and that by said addition no teacher shall receive more than ten dollars per week.

This act was approved May 16, 1896, and became operative June 16, 1896.

Chapter 498, Acts of 1897, amended the foregoing act by substituting three hundred and fifty thousand dollars for two hundred and fifty thousand dollars, leaving the act in other respects unchanged. This amendment took effect upon its passage. It became operative, therefore, on the date of its approval, June 10, 1897.

TOWNS ENTITLED TO THE BENEFITS OF THE LAW.

For the school year* beginning with September, 1901, and ending in June, 1902, the towns entitled to the benefits of the law will be those whose valuation is under three hundred and fifty thousand dollars by the assessment of May 1, 1901. At the date of this circular the valuations of the towns for May 1, 1901, have not all been received by the Secretary of the Commonwealth. The following list of towns entitled to the benefits of the law the coming year is based upon the valuation of May 1, 1900, and is, therefore, a provisional one: —

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* The school year of this circular is invariably the natural school year that runs from summer vacation to summer vacation.

Barnstable County. — Eastham, Mashpee, Truro.*

Berkshire County. — Alford, Clarksburg, Florida, Hancock, Monterey, Mount Washington, New Ashford, Otis, Peru, Richmond, Sandisfield, Savoy, Tyringham, Washington, Windsor.

Dukes County. — Chilmark, Gay Head, Gosnold.

Franklin County. — Charlemont, Hawley, Heath, Leverett, Leyden, Monroe, New Salem, Rowe, Shutesbury, Warwick, Wendell.

Hampden County. — Holland, Montgomery, Tolland, Wales.

Hampshire County. — Chesterfield, Cummington, Goshen, Greenwich, Middlefield, Pelham, Plainfield, Prescott, Westhampton, Worthington.

Middlesex County. — Boxborough, Dunstable.

Plymouth County. — Halifax, Plympton.

Worcester County. — Dana, Oakham, Paxton, Phillipston.

SPECIAL EXAMINATION AS TO EXCEPTIONAL ABILITY.

It should be noted that the law requires a *special examination* as to exceptional ability. While the nature and methods of this examination are not specified in the statutes, and so must be left to the judgment of the school committee, a fair interpretation of the law requires that the examination shall be a genuine one. It should certainly be serious enough to impress the candidate as something more than a mere formality. Moreover, it should be definite enough to enable the school committee to report the date thereof and so fix the time when the increase of pay should begin.

A reasonably searching examination would naturally cover such points relative to the candidate as the following: —

1. Academic scholarship and professional equipment.
2. Previous record as a student and a teacher.
3. Personality, culture, character.
4. Quality of work, as observed in the schoolroom.

It is only the first of the foregoing points that properly calls for the setting of a fixed time for the examination. For this point it would be well to have the examination partly written and partly oral. As to the three points remaining, the only feasible examination is one of diligent inquiry or careful observation, as the conditions suggest.

Where there is a superintendent of schools, the examination and recommendation of candidates should be entrusted to that officer.

CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION WILL APPROVE STATE REIMBURSEMENT.

The attention of the school committees of towns coming within the operation of the aforesaid law is called to the conditions under which the State Board of Education will hereafter grant its approval to the payment of additional compensation by the State. These conditions are as follows: —

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* Truro's valuation May 1, 1901, was $350,300.

1. Candidates for added State compensation should be specially examined *at or near the beginning of the school year or that portion of it for which such compensation is sought.*

2. The school committee of each town shall report *immediately* after the special examination* to the State Board of Education the name of every new teacher (that is, of every teacher *who has not heretofore been approved for that town* by the Board) to whom it has decided, provided the Board approves the committee's action, to pay an additional sum per week in accordance with the provisions of the law, and also the date at which such added compensation should begin. *If the special examination is given prior to the beginning of the teacher's service, or within a reasonably brief time thereafter, the added compensation may be reckoned from the beginning of such service; otherwise, it should be reckoned from the date of the special examination.*

3. Upon receipt of such notification, or as soon thereafter as practicable, the State Board of Education will determine, through its agents or otherwise, whether to approve payment by the State of the additional compensation proposed, and will communicate its decision to the school committee.

4. After such approval by the State Board of Education the school committee may pay such teacher from the date specified, in anticipation of State reimbursement under the law.

5. At the expiration of the school year let the usual certificate of expenditures in anticipation of State reimbursement be sent to the office of the secretary of the Board, *accompanied by receipts from the teachers as vouchers that they have been paid.*

6. As to the cases in which approval has already been granted, the State Board of Education reserves the right to withdraw such approval, after due notice, in case teachers clearly fail to justify it.

It should be noted that the Board's approval, though contingent on the teacher's qualifications, is not in the nature of a certificate of qualifications issued to the teacher; it is in the nature, rather, of an endorsement of the school committee's action for the purposes of State reimbursement. Each school committee, therefore, must satisfy itself by its own special examination that the teacher has the exceptional ability on which State compensation is conditioned, no matter what action may have been taken by the school committee of another town relative to such teacher.

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* Very important. The agents of the Board should know near the beginning of the school year all the cases they should visit in order to make suitable plans for the purpose.

CERTIFICATE OF EXPENDITURES.

A form for a certificate of expenditures (also for the teacher's receipt) has been prepared for the convenience of school committees and of the State Board of Education, and will be furnished by the secretary of the State Board upon application therefor. This certificate must be properly filled out and sworn to *after the expenditures have been made* for which reimbursement is claimed. School committees in making out certificates will observe the following directions: —

1. The valuation of the town is to be determined by the assessment of May 1 preceding the school year for which the certificate is made out.

2. In determining the average salary for the three years next preceding, the State's contribution to the salary, under chapter 408, Acts of 1896, must be excluded. The average wanted is not what the State and the town acting conjointly under this law may have paid, but what the town itself without such aid has paid.

3. Let the certificate cover the entire amount which the town has expended under the law for the full school year that precedes the summer vacation, and for which it may legally claim State reimbursement.

4. Send the certificate to the secretary of the State Board of Education, State House, Boston, within thirty days after the full or final expenditures under the law for the school year have been made. It is desired that the certificate shall be sent in on or before the first day of September. The amount allowed under it will be payable on or about the first day of November.

GENERAL SUGGESTIONS.

It cannot be too strongly emphasized that the object of the State is to co-operate with eligible towns in securing a higher order of teaching ability for their public schools, and in retaining such superior ability for a longer time. The benefits of the law cannot, therefore, be honorably claimed unless its spirit is faithfully met.

The school committee can put no more important duty upon the superintendent of schools than that of selecting able teachers for the schools.

The principals of the State normal schools will gladly suggest the names of promising persons. Such suggestions can be made with increasing confidence by the principals as the training departments of their respective normal schools are extended and the fitness of normal school pupils to teach, as shown by their experience in such training schools, is more fully demonstrated.

FRANK A. HILL, *Secretary.*

The provisions of the laws alluded to in the foregoing circular and in the following forms of notice are now to be referred to in section 30 of chapter 42, Revised Laws.

The following form of notice is prescribed for the use of the school committee, in accordance with the provisions of the foregoing circular: —

NOTICE TO THE STATE BOARD OF EDUCATION OF THE APPOINTMENT OF TEACHERS OF EXCEPTIONAL ABILITY UNDER THE PROVISIONS OF CHAPTER 408, ACTS OF 1896.

N. B. — Make out a separate notice for each teacher. Send the notice to the secretary of the State Board of Education, State House, Boston. See circular of information, dated Aug. 1, 1901, for detailed directions.

Town of , 190 .

To the State Board of Education.

This is to certify that the school committee of
has specially examined
and, having found to be a teacher of exceptional ability, has decided, should the State Board of Education approve its action, to increase compensation in accordance with the provisions of chapter 408, Acts of 1896.

Name and location of the school,

Date of the foregoing examination,
Date when the increase should begin,

For the school committee,

Secretary.

, 190 .

To the State Board of Education.

I hereby recommend that the action of the school committee as stated in the foregoing certificate be approved.

Agent of the State Board of Education.

Upon receipt from the school committee of the foregoing notice, properly filled out, an agent of the Board inspects the work of the teacher at his earliest convenience, and signifies his approval or disapproval of the committee's action, as the conditions require. In case of approval, the following form of notice is filled out and sent to the committee, after which, not before, the committee can count with certainty on State help: —

STATE HOUSE, BOSTON, 190 .

To the Secretary of the School Committee of .

The State Board of Education acknowledges the receipt of the certificate of the school committee of , dated , and bearing witness to the following facts: —

1. That said school committee has specially examined and found to be a teacher of exceptional ability.

2. That said school committee has decided to increase the compensation of said in accordance with the provisions of chapter 468, Acts of 1896, said increase to begin , provided its action in so doing is approved by the State Board of Education.

The State Board of Education hereby approves the action thus certified to by said school committee.

Secretary of the Board.

Total Annual Expenditures for Five Years. — The following statement summarizes expenditures by the State, with certain related data, for a period of five years: —

YEARS.	Number of towns.	Number of teachers.	Amount reimbursed.	Increase.
1896-1897, . . .	23	127	$4,117 84	-
1897-1898, . . .	45	220	7,833 19	$3,715 35
1898-1899, . . .	49	282	10,532 19	2,699 00
1899-1900, . . .	47	279	11,504 47	972 28
1900-1901, . . .	47	252	10,491 11	986 64*

* Decrease.

The decrease in expenditure is due largely to the increased care exercised in approving teachers since September, 1900.

Details of Expenditure for 1900-1901. — The following table shows the cost to the State of executing the law for the school year running from the summer of 1900 to the summer of 1901: —

XXV. *Table showing salary reimbursements on account of public school teachers in small towns.*

Towns.	Number of different teachers affected.	To what date.	Amounts.
Alford,	1	July 4, 1901,	$76 00
Boxborough,	4	June 1, 1901,	232 00
Charlemont,	13	July –, 1901,	559 20
Chesterfield,	5	June 30, 1901.	190 80
Chilmark,	2	June 21, 1901,	128 00
Clarksburg,	7	June 29, 1901,	408 00
Cummington,	6	July 5, 1901,	359 00
Dana,	5	June 7, 1901,	216 00
Dunstable,	2	June –, 1901,	90 00
Eastham,	4	June 7, 1901,	165 00
Florida,	8	July –, 1901,	314 00
Gay Head,	1	June 28, 1901,	70 00
Goshen,	6	July 9, 1901,	190 00
Greenwich,	2	June 21, 1901,	56 76
Hawley,	10	July 3, 1901,	384 00
Heath,	6	June 30, 1901,	244 82
Holland,	1	June 26, 1901,	72 00
Leverett,	5	July 1, 1901,	222 28
Leyden,	6	June 28, 1901,	131 00
Middlefield,	8	July 1, 1901,	366 40
Monroe,	5	June 28, 1901,	272 00
Monterey,	4	June 28, 1901,	210 00
Montgomery,	6	July 10, 1901,	260 00
Mount Washington,	2	Sept. 1, 1901,	122 00
New Salem,	12	July 1, 1901,	257 25

XXV. Table showing salary reimbursements, etc. — Concluded.

Towns.	Number of different teachers affected.	To what date.	Amounts.
Oakham,	1	June 14, 1901,	$21 00
Otis,	2	March 1, 1901,	44 00
Paxton,	1	June 21, 1901,	18 00
Pelham,	5	June 14, 1901,	212 00
Peru,	2	Sept. 1, 1901,	130 00
Phillipston,	3	June 28, 1901,	144 00
Plainfield,	7	July 1, 1901,	282 00
Plympton,	1	June 21, 1901,	72 00
Prescott,	8	July 3, 1901,	306 00
Richmond,	7	June 28, 1901,	387 00
Rowe,	3	July 1, 1901,	112 00
Sandisfield,	9	Sept. 1, 1901,	286 00
Savoy,	13	July 15, 1901,	354 00
Shutesbury,	5	June –, 1901,	208 00
Tolland,	5	July 5, 1901,	193 00
Tyringham,	3	June 8, 1901,	144 00
Warwick,	5	June 28, 1901,	198 00
Washington,	12	June 28, 1901,	397 60
Wendell,	4	June 28, 1901,	262 00
Westhampton,	8	July 1, 1901,	330 00
Windsor,	7	July 15, 1901,	348 00
Worthington,	10	June 21, 1901,	446 00
47 towns,	252	– –	$10,491 11

An Embarrassing Problem. — Not unfrequently an inexperienced person, without special training for the work, is recommended by the school committee as a teacher of exceptional ability. An agent of the Board visits the school. A bright, prepossessing person is found in charge. She has native ability, fair academic attainments, pleasing ways. In discipline she has some measure of success, not because her philosophy of discipline is sound, — she has no philosophy of discipline, — but because it is in her nature to win friends. In instruction she is crude; she knows little of the best ways of doing things; she is constantly violating principles she should respect. Yet there is much that is commendable and even excellent. Even the crudities of her work, to minds untrained to detect them, become almost excellencies, in the glamour of an attractive personality. The pupils like her; so do the parents; so do the school authorities. There may be an inferior normal school graduate in some neighboring school, or even some superior graduate, whom the Board has approved, but whose superiority does not include so strong or so captivating a personality. The candidate for approval outshines the former and makes a brave showing with the latter. Shall the State approve her as a teacher of exceptional ability? It is an old question, forever coming up in the army and the navy, in law, medicine and theology, in every field of work where special fitness is needed, — this question of what the choice shall be, when it lies between untrained native ability on the one hand and trained mediocrity on the other. As between untrained mediocrity and trained, or between untrained ability and trained, there is no ground for hesitation. Not so, however, when the training accompanies the inferior endowment and the lack of training the superior. The supreme fact should not be overlooked, however, that the interests of the State are indissolubly bound up with the interests of its children, that these interests are too vast and sacred to be trifled with, and that they demand for their protection and promotion the very best of teaching service. Now, granting all the exceptions that may be cited, it remains true that trained teachers render by far the better service. The State for sixty years has pressed for such superior service, — it opened its first normal school in 1839. It maintains to-day, at large expense, ten normal schools. Its prime motive in aiding so many of its smaller towns is to enable them to engage this superior service. The State pays half the salaries of all the district superintendents, it contributes a special sum of money to every superintendency district, it requires every town, every city, to employ a superintendent of schools; and all to make more effective, if it can, the teaching in the public schools. Now, how far shall it go in encouraging the appointment to public school positions of untrained teachers? How far in thus antagonizing, as it were, its own deliberately chosen, steadily improving and wholly defensible normal school policy? A strong argument can be made for the proposition that not a dollar of the State's money shall go to teachers who have not received an adequate preparation for their work or who have not demonstrated to the satisfaction of competent judges that they have the equivalent of such preparation. Massachusetts has taught some lessons to other countries, but she has lessons to learn from them as well; and one is that of requiring the professional preparation of all her teachers. Germany excels here; she insists on such preparation, and largely owes to such insistence her present unity, national spirit and prowess. If Massachusetts is to retain her high place in the realm of education, to say nothing of winning a higher, it becomes her to exercise a similar foresight. At present, however, school committees are free to appoint trained teachers or untrained, as they see fit. Their trend is towards choosing the former, — a most gratifying sign. But unfortunately the supply of promising graduates from the normal schools is not equal to the demand. Unfortunately not every normal school graduate proves to be a satisfactory teacher. Nay, so variant from the helpful to the adverse are the conditions under which teachers must work, so surprising are occasional instances of success in teachers where failure was expected and of failure where success was expected, that no normal school faculty can be quite sure after all that the more promising graduate will always stand the ordeal of the school room better than the less promising. Then there is the deep-seated Massachusetts conviction that it is better, in the long run, for each town to work out its own educational salvation as best it can, even though the children suffer during the process. Under present conditions, therefore, while it is deemed inadvisable for the State to give immediate approval to untrained and inexperienced teachers, even though through native prowess they make a favorable showing from the start, it is nevertheless believed to be wise, if these teachers show gain through a reasonable period of probation, to recognize their worth by granting them the State's approval. Such teachers might becomingly choose to wait a while — a year or more, perhaps, but conditions at present forbid an arbitrary rule — until that exceptional ability which they have in the germ or in the rough has been developed or refined somewhat, and until the school authorities become assured that it has growing and enduring qualities. And, even though approved, they should be encouraged to plan for a course at the normal school. No class of students can profit better than they by normal school instruction. They have been brought by their experience into that subdued, inquiring, receptive mood that makes them the most teachable of learners. And when their normal work is over, their prospects of securing larger and more remunerative positions are of the best.

Exceptional Ability. — The exceptional ability whose employment the State would encourage needs to be fairly interpreted. It is an ability for which the maximum pay is but $10 per week for about 32 weeks a year. A salary of $320 a year cannot ordinarily be expected to command all the attainments and virtues that are desirable in teachers; or if by some happy chance it does command them, it cannot be expected to retain them long against the competitions of larger places for their possession. Still, this salary is the equivalent of many a considerably larger one in the city. It is double what some of the towns that are now paying it were accustomed to pay previous to 1898, when the weekly pay was but $5 or $6, and the schooling required by law was for only 6 months instead of 8, — an increase so handsome as to merit commendation. There are a few towns, however, that have not yet got beyond a weekly pay of $5 or $6. Were it not for the fact that teachers not unfrequently live at home and receive board free of charge or at only a nominal sum, such towns would not fare so well as they now do. But the best rural pay that admits of State increase is so modest that interpretations of "exceptional ability" have to be modest as well. Doubtless any distinctly good service is above the average of service in these towns, and so in this sense is exceptional. Some of these towns say that with State aid they cannot command, much less retain, good teachers. But they can do better with it than without it. It is true, however, that the State's help does not equalize salary conditions in the eligible towns. If town A pays $5 a week, the State raising it to $7, and town B pays $8 a week, the State raising it to $10, it is obvious what A's difficulties in engaging and holding teachers are. It is obvious also what A's remedy should be if it is in A's power to apply it. The difference between A's salaries and B's is commonly assumed to be due to a corresponding difference between their resources for paying them. May it not in some cases be due to a difference in educational spirit? The low-salaried town cannot ordinarily expect to hold its rising teachers against the bids of the high-salaried town, although other than salary conditions sometimes enable it to do so. It is immeasurably better for its schools, however, that the town should be a training field for good teachers with whom it is constantly parting than a retreat for poor ones who never resign.

Examination for Exceptional Ability. — There ought to be no occasion for the Board's withholding its approval of the school committee's action in recommending a teacher for increase of pay. Nevertheless, it has found occasion since September, 1900, to withhold its approval in 31 cases. There seems to be a trend in a few towns to shift to the Board the responsibility which the law puts upon them. They recommend all their teachers, without discrimination, for an increase, leaving to the Board the task of sifting out the "exceptional ability." This is not right. The committees should carefully work out their own cases in advance. If they do this successfully, — they ought to do it successfully, when aided by superintendents, — no more agreeable service can be rendered them by the Board than that of upholding their action.

Number of Teachers approved by Agents. — The following statement indicates the amount of work done by the agents in approving teachers for the purposes of State help: —

Number of teachers approved by the agents for the school year of 1900-1901,	131
Number of teachers disapproved by them,	14
Number of teachers thus far approved by the agents for 1901-1902,	69
Number of teachers disapproved,	17
Number of cases pending,	7

For 1900-1901, 252 cases in all were approved. In 121 of these cases the approvals of the school committees were accepted by the Board without visitation, because such approvals under the Board's policy previous to 1900 had been accepted without visitation and without question. The remaining 131 cases have meant careful investigation by agents of the Board in every instance, and, with two or three exceptions, personal visits to their schools.

Withdrawal of Approval. — Among the 121 teachers whose approvals by school committees previous to September, 1900, the Board accepted without question, there are some doubtless whom the Board could not itself have approved. The right exists, of course, to withdraw approval in such cases as, indeed, in any case that merits such action. The agents of the Board hope to find time to visit the schools of these 121 teachers.

Interesting Character of the Experiment. — The towns and the teachers affected by this policy are relatively few in number. The amount of money involved in the aggregate is not large. The policy seems to be a powerful lever for raising the quality of the teaching. The increase in pay for which it provides means much for the rural school teacher and her school. As the various parties charged with the execution of the policy gain in experience with it, they will co-operate with improving efficiency. It will never be free from problems or mistakes. There will always be doubtful cases to decide, and the decisions, be they favorable or adverse to the teachers concerned, must always raise questions as to the judgment of the makers thereof. If further trial confirms the view here taken of the policy, its extension will merit consideration.

SUPERVISION BY SUPERINTENDENTS OF SCHOOLS.

Extent of Supervision by Superintendents. — After July 1, 1902, all towns and cities are required by law to have superintendents of schools, towns whose valuation is less than $2,500,000 each to form unions for the purpose. The status of the towns relative to such supervision Dec. 31, 1901, was as follows: —

Number of towns and cities employing superintendents independently,	105
Number of towns in a union superintendency,	2
Number of unaided towns in district superintendencies,	7
Number of aided towns in district superintendencies,	197
Number of towns eligible to aid, but without superintendents,	36
Number of towns ineligible to aid and without superintendents,	6
Number of towns with superintendents, 311; without, 42; total,	353
Percentage of all the schools under superintendents,	96
Percentage of all the pupils under superintendents,	97

The following table distributes the foregoing facts among the fourteen counties of the State: —

XXVI. — *Table showing to what extent superintendents of schools are employed in the several counties.*

COUNTIES.	TOWNS WITH SUPERINTENDENTS.				Towns without superintendents.	PUPILS UNDER SUPERINTENDENTS.	
	Separate.	Union.	District.	Total.		Number.	Per cent. of enrolment.
Barnstable,	2	–	12	14	1	4,666	96.8
Berkshire,	5	2*	18	25	7	15,783	95.4
Bristol,	7	–	10	17	3	38,808	97.7
Dukes,	–	–	5	5	2	612	90.0
Essex,	14	–	14	28	6	50,429	92.1
Franklin,	2	–	21	23	3	7,108	91.9
Hampden,	6	–	15	21	2	29,176	99.7
Hampshire,	2	–	15	17	6	9,131	88.0
Middlesex,	25	–	29	54	–	97,683	100.0
Nantucket,	–	–	–	–	1	–	–
Norfolk,	17	–	10	27	1	27,702	99.5
Plymouth,	8	–	16	24	3	19,460	97.4
Suffolk,	4	–	–	4	–	100,213	100.0
Worcester,	13	–	39	52	7	55,302	94.9
Totals,	105	2	204	311	42	456,073	97.3

* Great Barrington and Lenox.

Towns that act separately or independently in employing superintendents act under section 40, chapter 42, Revised Laws.

Towns that employ union superintendents act under sections 41 and 42, chapter 42, Revised Laws.

Towns that employ district superintendents act under sections 43–48, chapter 42, Revised Laws.

Towns without Superintendents of Schools. — The following towns were without superintendents of schools Dec. 31, 1901: —

TOWNS.	Population 1900.	Valuation May 1, 1900.	Number of schools.	Number of different pupils.
Barnstable County.				
1. Truro,	767	$342,780	6	150
Berkshire County.				
1. Alford,	272	166,310	3	42
2. Clarksburg,	943	239.755	5	283
3. Hancock,	451	294,487	5	106
4. Lanesborough,	780	464,192	6	155
5. Mount Washington,	122	94,134	2	29
6. New Ashford,	107	54,170	1	16
7. Sandisfield,	661	320,292	8	118
Bristol County.				
1. Berkley,	949	379,133	7	184
2. Rehoboth,	1,840	787,777	13	326
3 Somerset,	2,241	1,044,635	9	380
Dukes County.				
1. Gay Head,	173	25,977	1	46
2. Gosnold,	164	230,678	1	22
Essex County.				
1. Amesbury,	9,473	5,221,028	31	1,194
2. Danvers,	8,542	5,227,990	32	1,543
3. Essex,	1,663	977,227	9	324
4. Hamilton,	1,614	2,299,870	8	274
5. Ipswich,	4,658	3,245,335	19	825
6. Wenham,	847	1,032,000	5	129
Franklin County.				
1. Deerfield,	1,969	1,337,382	13	310
2. Heath,	441	154,936	7	122
3. New Salem,	807	293,125	10	188
Hampden County.				
1. Holland,	169	78,383	1	25
2. Tolland,	275	137,796	6	58

Towns.	Population 1900.	Valuation May 1, 1900.	Number of schools.	Number of different pupils.
Hampshire County.				
1. Belchertown, . . .	2,292	$848,850	21	611
2. Chesterfield, . . .	611	282,420	6	107
3. Enfield, ...	1,036	673,700	8	240
4. Greenwich,. . . .	491	251,960	3	81
5. Prescott, ...	380	164,223	5	75
6. Worthington, . . .	675	300,245	7	129
Nantucket County.				
1. Nantucket,. . . .	3,006	3,338,033	11	414
Norfolk County.				
1. Norfolk, ...	980	598,715	5	128
Plymouth County.				
1. Carver, ...	1,104	908,875	9	187
2. Lakeville, ...	958	550,436	6	152
3. Rochester, ...	986	514,919	6	178
Worcester County.				
1. Ashburnham, . . .	1,882	961,455	13	428
2. Auburn, ...	1,621	647,400	9	329
3. Charlton, ...	1,860	942,480	14	352
4. Dana, ...	790	306,626	5	122
5. Lancaster, ...	2,478	3,101,312	12	424
6. Leicester, ...	3,416	2,720,879	16	688
7. Sutton, ...	3,328	1,184,925	17	621
Totals (42 towns), . .	67,822	$42,746,845	381	12,115

Ineligible Towns without Superintendents. — The number of towns without superintendents and ineligible to State assistance in employing them is 6. These towns are Amesbury, Danvers, Ipswich, Leicester, Lancaster and Nantucket. The movement of towns of this class for the past seven years towards the superintendency plan is shown in the following statement: —

Year.	Number of ineligible towns without superintendents.	Population.	Valuation.	Number of schools.	Number of different pupils.
1895, . . .	15	73,196	$57,144,046	277	12,110
1896, . . .	12	60,407	48,830,798	244	10,408
1897, . . .	11	61,805	48,072,086	281	11,049
1898, . . .	7	35,798	25,256,304	142	6,140
1899, . . .	5	28,083	19,621,421	108	4,789
1900, . . .	6	31,322	22,435,786	119	5,115
1901, . . .	6	31,573	22,854,577	121	5,088

Eligible Towns without Superintendents. — Towns whose valuation is less than $2,500,000 each are eligible to State assistance in paying their superintendents. The movement of these towns towards the superintendency plan during the past seven years is brought out in the following statement: —

Year.	Number of eligible towns without superintendents.	Population.	Valuation.	Number of schools.	Number of different pupils.
1895, . . .	85	81,861	$48,404,852	591	16,665
1896, . . .	82	85,918	46,009,908	582	16,036
1897, . . .	79	85,270	45,813,981	538	16,159
1898, . . .	80	86,529	47,032,935	572	16,542
1899, . . .	78	81,524	45,325,754	544	15,645
1900, . . .	62	64,521	33,496,370	431	12,108
1901, . . .	36	36,249	19,892,268	260	7,130

SUPERVISION BY SUPERINTENDENTS OF SCHOOLS IN MASSACHUSETTS.

Classification of Superintendents. — The superintendents of Massachusetts may be classified as follows: —

1. Superintendents who give full time to single cities or towns.

2. Superintendents who give full time to groups of two or more towns not aided by the State.
3. Superintendents who give full time to groups of towns aided by the State.
4. Superintendents who give part time to single towns.
5. High school principals who serve also as superintendents.
6. Members of school committees returned as superintendents.

The following table gives details about these several groups :—

XXVII.

Group 1. — Superintendents giving full time each to a single city or town.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Aldrich, George I., . .	$4,000	Brookline, . .	Brookline.
Arnold, Sarah L.,* . .	3,780	Boston, . . .	Boston.
Bagnall, Francis A., . .	1,900	Adams, . . .	Adams.
Balliet, Thomas M., . .	4,000	Springfield, . .	Springfield.
Barbour, Albert L., . .	1,600	Natick, . . .	Natick.
Bates, Charles H., . .	1,500	Middleborough, .	Middleborough.
Bates, William C., . .	3,300	Fall River, . .	Fall River.
Blodgett, S. F., . . .	2,000	South Framingham,	Framingham.
Bouton, Eugene, . . .	2,300	Pittsfield, . . .	Pittsfield.
Boyden, C. F., . . .	2,400	Taunton, . . .	Taunton.
Brehaut, James W., . .	1,800	NorthAttleborough,	North Attleborough.
Brockway, Clarence E., .	1,500	West Springfield, .	West Springfield.
Burke, John E., . . .	3,000	Lawrence, . .	Lawrence.
Burrington, Lester L., .	1,600	Peabody, . . .	Peabody.
Carfrey, J. H., . . .	1,800	Northampton, . .	Northampton.
Carroll, C. F., . . .	4,000	Worcester, . .	Worcester.
Clapp, George I., . . .	1,500	Spencer, . . .	Spencer.
Clarke, John T., . . .	1,500	Southbridge, . .	Southbridge.
Cogswell, Francis, . .	3,500	Cambridge, . .	Cambridge.
Condon, Randall J., . .	2,500	Everett, . . .	Everett.
Conley, George H.,* . .	3,780	Boston, . . .	Boston.
Danforth, G. H., . . .	2,000	Greenfield, . .	Greenfield.
Davis, Josiah B., . . .	900	Millville, . . .	Blackstone.
Dixon, Edward, . . .	1,500	Orange, . . .	Orange.
Draper, Frank O., . .	2,500	Hyde Park, . .	Hyde Park.

* Supervisor, Boston.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Edgerly, Joseph G., . .	$2,700	Fitchburg, . .	Fitchburg.
Emerson, Thomas, . .	2,000	Woburn, . . .	Woburn.
Evans, Osmon C., . .	1,500	North Easton, . .	Easton.
Fifield, Albert B., . .	3,500	Newtonville, . .	Newton.
Gay, George E., . . .	2,500	Malden, . . .	Malden.
Gray, John C., . . .	2,000	Chicopee, . . .	Chicopee.
Haley, Charles W., . .	1,700	Milford, . . .	Milford.
Hall, I. Freeman, . . .	2,850	North Adams, . .	North Adams.
Hatch, William E., . .	3,500	New Bedford, . .	New Bedford.
Hayward, Harriet S., Ass't,	1,000	Brockton, . . .	Brockton.
Heavens, Francis J., . .	2,000	Plymouth, . .	Plymouth.
Hine, Roderick W., . .	2,100	Dedham, . . .	Dedham.
Holmes, Stanley H., . .	2,400	Westfield, . . .	Westfield.
Horne, Irving W., . .	1,400	Braintree, . .	Braintree.
Hunt, Charles L., . .	1,800	Clinton, . . .	Clinton.
Jacoby, Asher J., . .	2,250	East Milton, . .	Milton.
Kelly, William P., . .	1,680	Attleborough, . .	Attleborough.
Kingman, F. W., . . .	1,200	Hyannis, . . .	Barnstable.
Lewis, Mary A., Ass't, .	1,200	Cambridge, . .	Cambridge.
Lunt, William P., . .	1,200	Newburyport, . .	Newburyport.
Martin, George H.,* . .	3,780	Boston, . . .	Boston.
McKeen, Roscoe D., . .	2,250	Haverhill, . .	Haverhill.
Metcalf, Robert C.,* . .	3,780	Boston, . . .	Boston.
Mitchell, Walter G., . .	1,200	Williamstown, .	Williamstown.
Morss, Charles H., . .	2,800	Medford, . . .	Medford.
Nash, Louis P., . . .	3,000	Holyoke, . . .	Holyoke.
Nickerson, Fred H., . .	2,100	Melrose, . . .	Melrose.
Page, Frank R., . . .	1,800	Watertown, . .	Watertown.
Palmer, Corwin F., . .	1,500	Andover, . . .	Andover.
Parker, Walter S.,* . .	3,780	Boston, . . .	Boston.
Parkinson, William D., .	2,200	Waltham, . . .	Waltham.
Parlin, Frank E., . .	2,200	Wollaston, . .	Quincy.
Peaslee, Frank J., . .	2,700	Lynn, . . .	Lynn.
Perkins, James S., . .	1,800	Canton, . . .	Canton.
Perkins, John W., . .	2,500	Salem, . . .	Salem.
Peterson, Ellis,* . . .	3,780	Boston, . . .	Boston.
Pitman, J. Asbury, . .	2,100	Marlborough, . .	Marlborough.
Putney, Freeman, . .	2,300	Gloucester, . .	Gloucester.

* Supervisor, Boston.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Russell, B. B.,	$2,700	Brockton,	Brockton.
Safford, Adelbert L.,	2,000	Beverly,	Beverly.
Seaver, Edwin P.,	6,000	Boston,	Boston.
Small, Walter H.,	2,500	Chelsea,	Chelsea.
Southworth, Gordon A.,	3,000	Somerville,	Somerville.
Stanger, Asa O.,	1,400	Falmouth,	Falmouth.
Thompson, Thomas E.,	2,000	Leominster,	Leominster.
Thomson, Andrew S.,	1,400	North Weymouth,	Weymouth.
Turner, Alfred,	1,600	Turner's Falls,	Montague.
Ward, W. Scott,	1,900	Athol,	Athol.
Whitcomb, Arthur K.,	3,000	Lowell,	Lowell.
White, A. Everett,	1,500	Methuen,	Methuen.
Winslow, William H.,	1,800	Revere,	Revere.
Wood, Judson I.,	2,100	Gardner,	Gardner.

Group 2. — Superintendents giving full time each to a group of two or more towns not aided by the State.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Armstrong, George P.,	$1,900	Belmont,	Belmont, Manchester.
Fisher, Gilman C.,	2,000	Great Barrington,	Great Barrington, Lenox.*
Hobbs, William C.,	2,000	Whitman,	Rockland, Whitman.
Howard, Nelson G.,	2,100	Hingham Centre,	Cohasset, Hingham, Hull.
Stevens, Charles E.,	2,000	Stoneham,	Saugus, Stoneham.
Walradt, Henry M.,	2,300	Needham,	Needham, Winchester.

* These towns unite in joint committee to appoint a superintendent, — the only towns in the State that have availed themselves of the statute permitting such procedure. They constitute, therefore, the only union (not district) superintendency in the State. The other towns in the seeming unions of this group have all acted independently, each appointing a superintendent on part time but having no official relations with any town employing the same superintendent.

Group 3. — Superintendents giving full time each to a group of towns aided by the State, — district superintendents.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Adams, O. H.,	$1,500	Chester,	Becket, Chester, Middlefield, Washington.
Allen, H. L.,	1,500	Dalton,	Cheshire, Dalton.
Anthony, John C.,	1,500	Wareham,	Marion, Wareham.
Atwell, F. G.,	1,500	Baldwinsville,	Hubbardston, Phillipston, Royalston, Templeton.
Averill, Andrew P.,	1,550	Edgartown,	Chilmark, Cottage City, Edgartown, Tisbury, West Tisbury.
Badger, Abner A.,	1,500	Walpole,	Medfield, Walpole.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Barton, C. M.,	$1,500	Hinsdale,	Hinsdale, Peru, Savoy, Windsor.
Bowman, Mortimer H.,	1,500	Barre,	Barre, Hardwick, Petersham.
Brick, Francis S.,	1,500	Uxbridge,	Douglas, Uxbridge.
Bradley, John E.,	1,500	Randolph,	Avon, Holbrook, Randolph.
Call, Arthur D.,	1,550	Holliston,	Holliston, Medway, Sherborn.
Campbell, A. H.,	1,500	South Hadley Falls,	Granby, South Hadley.
Cartwright, W. O.,	1,500	Georgetown,	Georgetown, Groveland, Rowley.
Chace, Seth Howard,	1,600	Ayer,	Ayer, West Boylston.
Chaffin, W. E.,	1,500	West Dennis,	Dennis, Yarmouth.
Chickering, George E.,	1,500	81 Berkeley Street, Lawrence.	Merrimac, North Andover.
Clay, Charles L.,	1,530	Harvard,	Bolton, Boylston, Harvard, Shirley.
Cole, Aaron B.,	1,500	Plainville,	Norton, Wrentham.
Collins, Arthur J.,	1,500	Sheffield,	Egremont, New Marlborough, Richmond, Sheffield, West Stockbridge.
Corlew, Rufus E.,	1,500	Cochituate,	Dover, Sudbury, Wayland.
Crocker, Winthrop N.,	1,500	North Dartmouth,	Dartmouth, Westport.
Cragin, W. N.,	1,500	Bedford,	Bedford, Burlington, Lincoln, Wilmington.
Cummings, William H.,	1,500	Hadley,	Bernardston, Hadley, Hatfield.
Fitts, Edward P.,	1,650	Mansfield,	Mansfield, Sharon, Stoughton.
Freeman, L. A.,	1,500	Foxborough,	Foxborough, West Newbury.
Fuller, Robert J.,	1,500	East Bridgewater,	East Bridgewater, Raynham, West Bridgewater.
Gifford, John B.,	2,000	Marblehead,	Marblehead, Newbury, Salisbury.
Goodwin, Charles W.,	1,500	West Brookfield,	New Braintree, Sturbridge, West Brookfield.
Grout, Edgar H.,	1,500	Princeton,	Princeton, Sterling, Westminster.
Grover, G. Alvin,	1,500	Charlemont,	Charlemont, Florida, Hawley, Monroe, Rowe.
Gushee, W. E.,	1,500	Agawam,	Agawam, Granville, Southwick.
Hall, Charles P.,	1,500	Shelburne Falls,	Buckland, Colrain, Shelburne.
Hardy, A. L.,	1,500	Amherst,	Amherst, Pelham.
Hill, Frank H.,	1,500	Harwich,	Brewster, Eastham, Harwich, Orleans.
Holmes, William H., Jr.,	1,600	Grafton,	Grafton, Upton.
Howard, Elmer F.,	1,500	East Northfield,	Gill, Leyden, Northfield, Warwick.
Hoyt, William A.,	1,500	North Brookfield,	Brookfield, North Brookfield.
Jones, Herbert J.,	1,500	Holden,	Holden, Oakham, Paxton, Rutland.
Kendall, F. L.,	1,500	Chelmsford,	Carlisle, Chelmsford, Dunstable.
Keyes, Austin H.,	1,500	Lee,	Lee, Monterey, Otis, Tyringham.
Kingsbury, Albert E.,	1,800	Tewksbury,	Dracut, North Reading, Tewksbury, Tyngsborough.
Knowlton, George H.,	1,500	South Swansea,	Freetown, Seekonk, Swansea.
Lewis, Alvin R.,	1,500	Provincetown,	Chatham, Provincetown, Wellfleet.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Locke, David B.,	$1,600	Winchendon,	Lunenburg, Winchendon.
Long, William F.,	1,500	Ashfield,	Ashfield, Cummington, Goshen, Plainfield.
Lyman, C. S.,	1,600	Oxford,	Dudley, Millbury, Oxford.
MacDougall, James A.,	1,500	Monson,	Brimfield, Monson.
Marsh, Frank M.,	1,500	Fairhaven,	Acushnet, Fairhaven, Mattapoisett.
Miller, W. D.,	1,600	Easthampton,	Easthampton, Southampton, Westhampton.
Morrell, James G.,	1,800	Hudson,	Billerica, Hudson.
Poland, Mary L.,	1,550	18 School Street, Springfield.	East Longmeadow, Hampden, Longmeadow, Ludlow, Wilbraham.
Pope, F. S.,	1,500	Sandwich,	Bourne, Mashpee, Sandwich.
Pratt, Louis A.,	1,500	Williamsburg,	Conway, Sunderland, Whately, Williamsburg.
Record, Christopher A.,	1,500	Assinippi,	Hanover, Hanson, Norwell.
Richardson, Herbert E.,	1,560	Littleton,	Acton, Littleton, Westford.
Robinson, Albert,	1,500	Warren,	Wales, Warren.
Sanderson, W. H.,	2,000	Bridgewater,	Abington, Bridgewater.
Sherman, Elmer E.,	1,700	Hopedale,	Bellingham, Hopedale, Mendon.
Sims, William F.,	1,500	Southborough,	Berlin, Northborough, Shrewsbury, Southborough.
Stone, Melville A.,	1,750	Reading,	Boxford, Middleton, Reading, Topsfield.
Thompson, Victor V.,	1,500	Hopkinton,	Ashland, Hopkinton.
Tucker, Hoyt H.,	1,500	Kingston,	Halifax, Kingston, Pembroke, Plympton.
Warren, J. E.,	1,500	Huntington,	Blandford, Huntington, Montgomery, Russell.
Webster, Arthur R.,	1,500	Millers Falls,	Erving, Leverett, Shutesbury, Wendell.
Wheeler, Ulysses G.,	2,000	Wakefield,	Lynnfield, Wakefield.
Whitney, Fairfield,	1,500	Townsend,	Ashby, Townsend.
Willard, Edgar L.,	1,500	Marshfield Hills,	Duxbury, Marshfield, Scituate.

Group 4. — Superintendents giving part time each to a single town.

Lincoln, Mary L.,	$1,000	Rockport,	Rockport.
Moulton, J. Sidney,	100	Stow,	Stow.

Group 5. — High school principals serving also as superintendents.

Buck, Jonathan I.,	$1,900	Lexington,	Lexington.
Childs, H. C.,	1,700	Swampscott,	Swampscott.
Cox, George W.,	1,700	Stockbridge,	Stockbridge.
Douglas, Frank A.,*	1,500	Winthrop,	Winthrop.
Eaton, Charles M.,	1,800	Weston,	Weston.

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* Principal of grammar school.

XXVII. — Concluded.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Eaton, William L.,	$2,500	Concord,	Concord.
Gamwell, Irving H.,	1,600	Franklin,	Franklin.
Hallett, Samuel W.,	2,000	Ware,	Ware.
Lackey, W. A.,	1,800	Webster,	Webster.
Manning, John H.,	1,500	Groton,	Groton.
Melcher, S. A.,	2,100	Whitinsville,	Northbridge.
Perrin, Marshall L.,*	1,500	Wellesley Hills,	Wellesley.
Sutcliffe, Frank S.,†	2,500	Arlington,	Arlington.
Thompson, Alfred C.,	2,000	Palmer,	Palmer.
Tower, Alfred O.,	1,400	Pepperell,	Pepperell.
Tuttle, O. A.,	1,300	Nahant,	Nahant.
Wagg, A. P.,	1,400	Norwood,	Norwood.
Waldron, H. C.,	1,800	Westborough,	Westborough.
Whipple, D. H.,	900	Millis,	Millis.
White, J. Henry,	1,100	Maynard,	Maynard.

* Professor at Boston University. † Principal of grammar school.

Group 6. — Members of school committees returned as superintendents.

Littlefield, Mrs. Jennie A.,	$50	Boxborough,	Boxborough.
Locke, Calvin S.,	50	Westwood,	Westwood.
Shank, Charles H.,	200	North Dighton,	Dighton.

Summary of the Foregoing Groups. — The following statement summarizes the towns, superintendents and salaries of the preceding table: —

GROUPS.	Number of towns.	Number of superintendents.	Salaries.	Average salary.
Group 1,	69	77	$179,110	$2,326
Group 2,	13	6	12,300	2,050
Group 3,	204	67	103,940	1,551
Group 4,	2	2	1,100	550
Group 5,	20	20	34,000	1,700
Group 6,	3	3	300	100
Totals,	311	175	$330,750	$1,890

The salaries of superintendents arranged by magnitudes appear as follows: —

Number with a salary of $6,000,	1
Number with a salary of $4,000,	3
Number with salaries from $3,000 to $4,000,	13
Number with salaries from $2,000 to $3,000,	42
Number with salaries from $1,500 to $2,000,	97
Number with salaries from $1,000 to $1,500,	12
Number with salaries below $1,000,	7
Average salary for the State,	$1,890

If we exclude from consideration the superintendents of groups 4, 5 and 6, on the ground that they are also principals of schools, or for other reasons do not give full time to their superintendencies, the average salary of the Massachusetts superintendent stands at $1,969.

Superintendents and Addresses by Counties. — The following table gives a county and town arrangement of superintendents, for convenience of reference. The blanks indicate that the towns are without superintendents. As the table includes all the towns and cities in the State, it is another way of showing to what extent supervision by superintendents has been carried.

XXVIII. Table of towns and cities employing superintendents of schools, arranged by counties.

BY COUNTIES.	Superintendents.	Addresses.
Barnstable.		
1. Barnstable,	F. W. Kingman,	Hyannis.
2. Bourne,	F. S. Pope,	Sandwich.
3. Brewster,	Frank H. Hill,	Harwich.
4. Chatham,	Alvan R. Lewis,	Provincetown.
5. Dennis,	W. E. Chaffin,	West Dennis.
6. Eastham,	Frank H. Hill,	Harwich.
7. Falmouth,	Asa O. Stanger,	Falmouth.
8. Harwich,	Frank H. Hill,	Harwich.
9. Mashpee,	F. S. Pope,	Sandwich.
10. Orleans,	Frank H. Hill,	Harwich.
11. Provincetown,	Alvan R. Lewis,	Provincetown.
12. Sandwich,	F. S. Pope,	Sandwich.
13. Truro,	– –	– –
14. Wellfleet,	Alvan R. Lewis,	Provincetown.
15. Yarmouth,	W. E. Chaffin,	West Dennis.

XXVIII. *Table of towns and cities employing superintendents, etc.* — Continued.

BY COUNTIES.	Superintendents.	Addresses.
Berkshire.		
1. Adams, . . .	Francis A. Bagnall, . .	Adams.
2. Alford, . . .	– –	– –
3. Becket, . . .	O. H. Adams, . . .	Chester.
4. Cheshire, . .	H. L. Allen, . . .	Dalton.
5. Clarksburg, . .	– –	– –
6. Dalton, . . .	H. L. Allen, . . .	Dalton.
7. Egremont, . .	Arthur J. Collins, . .	Sheffield.
8. Florida, . . .	G. Alvin Grover, . .	Charlemont.
9. Great Barrington, .	Gilman C. Fisher, . .	Great Barrington.
10. Hancock, . .	– –	– –
11. Hinsdale, . .	C. M. Barton, . . .	Hinsdale.
12. Lanesborough, .	– –	– –
13. Lee, . . .	Austin H. Keyes, . .	Lee.
14. Lenox, . . .	Gilman C. Fisher, . .	Great Barrington.
15. Monterey, . .	Austin H. Keyes, . .	Lee.
16. Mount Washington,	– –	– –
17. New Marlborough,	Arthur J. Collins, . .	Sheffield.
18. New Ashford, .	– –	– –
19. North Adams, .	I. Freeman Hall, . .	North Adams.
20. Otis, . . .	Austin H. Keyes, . .	Lee.
21. Peru, . . .	C. M. Barton, . . .	Hinsdale.
22. Pittsfield, . .	Eugene Bouton, . .	Pittsfield.
23. Richmond, . .	Arthur J. Collins, . .	Sheffield.
24. Sandisfield, . .	– –	– –
25. Savoy, . . .	C. M. Barton, . . .	Hinsdale.
26. Sheffield, . .	Arthur J. Collins, . .	Sheffield.
27. Stockbridge, . .	George W. Cox, . .	Stockbridge.
28. Tyringham, . .	Austin H. Keyes, . .	Lee.
29. Washington, . .	O. H. Adams, . . .	Chester.
30. West Stockbridge,	Arthur J. Collins, . .	Sheffield.
31. Williamstown, .	Walter G. Mitchell, . .	Williamstown.
32. Windsor, . .	C. M. Barton, . . .	Hinsdale.
Bristol.		
1. Acushnet, . .	Frank M. Marsh, . .	Fairhaven.
2. Attleborough, .	William P. Kelly, . .	Attleborough.
3. Berkley, . .	– –	– –
4. Dartmouth, . .	Winthrop N. Crocker, .	North Dartmouth.
5. Dighton, . .	Charles H. Shank, . .	North Dighton.
6. Easton, . . .	Osmon C. Evans, . .	North Easton.
7. Fairhaven, . .	Frank M. Marsh, . .	Fairhaven.
8. Fall River, . .	William C. Bates, . .	Fall River.
9. Freetown, . .	George H. Knowlton, .	South Swansea.
10. Mansfield, . .	Edward P. Fitts, . .	Mansfield.
11. New Bedford, .	William E. Hatch, . .	New Bedford.
12. North Attleborough,	James W. Brehaut, . .	North Attleborough.
13. Norton, . . .	Aaron B. Cole, . . .	Plainville.
14. Raynham, . .	Robert J. Fuller, . .	East Bridgewater.
15. Rehoboth, . .	– –	– –
16. Seekonk, . .	George H. Knowlton, .	South Swansea

XXVIII. *Table of towns and cities employing superintendents, etc.* — Continued.

By counties.	Superintendents.	Addresses.
Bristol — Con.		
17. Somerset,	– –	– –
18. Swansea,	George H. Knowlton,	South Swansea.
19. Taunton,	C. F. Boyden,	Taunton.
20. Westport,	Winthrop N. Crocker,	North Dartmouth.
Dukes.		
1. Chilmark,	Andrew P. Averill,	Edgartown.
2. Cottage City,	Andrew P. Averill,	Edgartown.
3. Edgartown,	Andrew P. Averill,	Edgartown.
4. Gay Head,	– –	– –
5. Gosnold,	– –	– –
6. Tisbury,	Andrew P. Averill,	Edgartown.
7. West Tisbury,	Andrew P. Averill,	Edgartown.
Essex.		
1. Amesbury,	– –	– –
2. Andover,	Corwin F. Palmer,	Andover.
3. Beverly,	Adelbert L. Safford,	Beverly.
4. Boxford,	Melville A. Stone,	Reading.
5. Danvers,	– –	– –
6. Essex,	– –	– –
7. Georgetown,	W. O. Cartwright,	Georgetown.
8. Gloucester,	Freeman Putney,	Gloucester.
9. Groveland,	W. O. Cartwright,	Georgetown.
10. Hamilton,	– –	– –
11. Haverhill,	Roscoe D. McKeen,	Haverhill.
12. Ipswich,	– –	–
13. Lawrence,	John E. Burke,	Lawrence.
14. Lynn,	Frank J. Peaslee,	Lynn.
15. Lynnfield,	Ulysses G. Wheeler,	Wakefield.
16. Manchester,	George P. Armstrong,	Belmont,
17. Marblehead,	John B. Gifford,	Marblehead.
18. Merrimac,	George E. Chickering,	Lawrence.
19. Methuen,	A. Everett White,	Methuen.
20. Middleton,	Melville A. Stone,	Reading
21. Nahant,	O. A. Tuttle,	Nahant.
22. Newbury,	John B. Gifford,	Marblehead.
23. Newburyport,	William P. Lunt,	Newburyport.
24. North Andover,	George E. Chickering,	Lawrence.
25. Peabody,	Lester L. Burrington,	Peabody.
26. Rockport,	Mary L. Lincoln,	Rockport.
27. Rowley,	W. O. Cartwright,	Georgetown.
28. Salem,	James W. Perkins,	Salem.
29. Salisbury,	John B. Gifford,	Marblehead.
30. Saugus,	Charles E. Stevens,	Stoneham.
31. Swampscott,	H. C. Childs,	Swampscott.
32. Topsfield,	Melville A. Stone,	Reading.
33. Wenham,	– –	– –
34. West Newbury,	L. A. Freeman,	Foxborough.

XXVIII. *Table of towns and cities employing superintendents, etc.* — Continued.

By counties.	Superintendents.	Addresses.
Franklin.		
1. Ashfield,	William F. Long,	Ashfield.
2. Bernardston,	W. H. Cummings,	Hadley.
3. Buckland,	Charles P. Hall,	Shelburne Falls.
4. Charlemont,	G. Alvin Grover,	Charlemont.
5. Colrain,	Charles P. Hall,	Shelburne Falls.
6. Conway,	Louis A. Pratt,	Williamsburg.
7. Deerfield,	– –	– –
8. Erving,	Arthur R. Webster,	Miller's Falls.
9. Gill,	Elmer F. Howard,	East Northfield.
10. Greenfield,	G. H. Danforth,	Greenfield.
11. Hawley,	G. Alvin Grover,	Charlemont.
12. Heath,	– –	– –
13. Leverett,	Arthur R. Webster,	Miller's Falls.
14. Leyden,	Elmer F. Howard,	East Northfield.
15. Monroe,	G. Alvin Grover,	Charlemont.
16. Montague,	Alfred Turner,	Turner's Falls.
17. New Salem,	– –	– –
18. Northfield,	Elmer F. Howard,	East Northfield.
19. Orange,	Edward Dixon,	Orange.
20. Rowe,	G. Alvin Grover,	Charlemont.
21. Shelburne,	Charles P. Hall,	Shelburne Falls.
22. Shutesbury,	Arthur R. Webster,	Miller's Falls.
23. Sunderland,	Louis A. Pratt,	Williamsburg.
24. Warwick,	Elmer F. Howard,	East Northfield.
25. Wendell,	Arthur R. Webster,	Miller's Falls.
26. Whately,	Louis A. Pratt,	Williamsburg.
Hampden.		
1. Agawam,	W. E. Gushee,	Agawam.
2. Blandford,	J. E. Warren,	Huntington.
3. Brimfield,	James A. MacDougall,	Monson.
4. Chester,	O. H. Adams,	Chester.
5. Chicopee,	John C. Gray,	Chicopee.
6. East Longmeadow,	Mary L. Poland,	Springfield.
7. Granville,	W. E. Gushee,	Agawam.
8. Hampden,	Mary L. Poland,	Springfield.
9. Holland,	– –	– –
10. Holyoke,	Louis P. Nash,	Holyoke.
11. Longmeadow,	Mary L. Poland,	Springfield.
12. Ludlow,	Mary L. Poland,	Springfield.
13. Monson,	James A. MacDougall,	Monson.
14. Montgomery,	J. E. Warren,	Huntington.
15. Palmer,	Alfred C. Thompson,	Palmer.
16. Russell,	J. E. Warren,	Huntington.
17. Southwick,	W. E. Gushee,	Agawam.
18. Springfield,	Thomas M. Balliet,	Springfield.
19. Tolland,	– –	– –
20. Wales,	Albert Robinson,	Warren.
21. West Springfield,	Clarence E. Brockway,	West Springfield.

XXVIII. Table of towns and cities employing superintendents, etc. — Continued.

By counties.	Superintendents.	Addresses.
Hampden — Con.		
22. Westfield,	Stanley H. Holmes,	Westfield.
23. Wilbraham,	Mary L. Poland,	Springfield.
Hampshire.		
1. Amherst,	A. L. Hardy,	Amherst.
2. Belchertown,	– –	– –
3. Chesterfield,	– –	– –
4. Cummington,	William F. Long,	Ashfield.
5. Easthampton,	W. D. Miller,	Easthampton.
6. Enfield,	– –	– –
7. Greenwich,	– –	– –
8. Goshen,	William F. Long,	Goshen.
9. Granby,	A. H. Campbell,	South Hadley Falls.
10. Hadley,	W. H. Cummings,	Hadley.
11. Hatfield,	W. H. Cummings,	Hadley.
12. Huntington,	J. E. Warren,	Huntington.
13. Middlefield,	O. H. Adams,	Chester.
14. Northampton,	J. H. Carfrey,	Northampton.
15. Pelham,	A. L Hardy,	Pelham.
16. Plainfield,	William F. Long,	Ashfield.
17. Prescott,	– –	– –
18. South Hadley,	A. H Campbell,	South Hadley Falls.
19. Southampton,	W. D. Miller,	Easthampton.
20. Ware,	Samuel W. Hallett,	Ware.
21. Westhampton,	W. D. Miller,	Easthampton.
22. Williamsburg,	Louis A. Pratt,	Williamsburg.
23. Worthington,	– –	– –
Middlesex.		
1. Acton,	Herbert E. Richardson,	Littleton.
2. Arlington,	Frank S. Sutcliffe,	Arlington.
3. Ashby,	Fairfield Whitney,	Townsend.
4. Ashland,	Victor V. Thompson,	Hopkinton.
5. Ayer,	Seth Howard Chace,	Ayer.
6. Bedford,	W. N. Cragin,	Bedford.
7. Belmont,	George P. Armstrong,	Belmont.
8. Billerica,	James G. Morrell,	Hudson.
9. Boxborough,	Mrs. Jennie A. Littlefield,	Boxborough.
10. Burlington,	W. N. Cragin,	Bedford.
11. Cambridge,	Francis Cogswell,	Cambridge.
Cambridge,	Mary A. Lewis, Assistant,	Cambridge.
12. Carlisle,	F. L. Kendall,	Chelmsford.
13. Chelmsford,	F. L. Kendall,	Chelmsford.
14. Concord,	William L. Eaton,	Concord.
15. Dracut,	Albert E. Kingsbury,	Tewksbury.
16. Dunstable,	F. L. Kendall,	Chelmsford.
17. Everett,	Randall J. Condon,	Everett.
18. Framingham,	S. F. Blodgett,	South Framingham.
19. Groton,	John H. Manning,	Groton.

XXVIII. Table of towns and cities employing superintendents, etc. — Continued.

By counties.	Superintendents.	Addresses.
Middlesex — Con.		
20. Holliston,	Arthur D. Call,	Holliston.
21. Hopkinton,	Victor V. Thompson,	Hopkinton.
22. Hudson,	James G. Morrell,	Hudson.
23. Lexington,	J. I. Buck,	Lexington.
24. Lincoln,	W. N. Cragin,	Bedford.
25. Littleton,	Herbert E. Richardson,	Littleton.
26. Lowell,	Arthur K. Whitcomb,	Lowell.
27. Malden,	George E. Gay,	Malden.
28. Marlborough,	J. Asbury Pitman,	Marlborough.
29. Maynard,	J. Henry White,	Maynard.
30. Medford,	Charles H. Morss,	Medford.
31. Melrose,	Frank H. Nickerson,	Melrose.
32. Natick,	Albert L. Barbour,	Natick.
33. Newton,	Albert B. Fifield,	Newtonville.
34. North Reading,	Albert E. Kingsbury,	Tewksbury.
35. Pepperell,	Alfred O. Tower,	Pepperell.
36. Reading,	Melville A. Stone,	Reading.
37. Sherborn,	Arthur D. Call,	Holliston.
38. Shirley,	Charles L. Clay,	Harvard.
39. Somerville,	Gordon A. Southworth,	Somerville.
40. Stoneham,	Charles E. Stevens,	Stoneham.
41. Stow,	J. Sidney Moulton,	Stow.
42. Sudbury,	Rufus E. Corlew,	Cochituate.
43. Tewksbury,	Albert E. Kingsbury,	Tewksbury.
44. Townsend,	Fairfield Whitney,	Townsend.
45. Tyngsborough,	Albert E. Kingsbury,	Tewksbury.
46. Wakefield,	Ulysses G. Wheeler,	Wakefield.
47. Waltham,	William D. Parkinson,	Waltham.
48. Watertown,	Frank R. Page,	Watertown.
49. Wayland,	Rufus E. Corlew,	Cochituate.
50. Westford,	Herbert E. Richardson,	Littleton.
51. Weston,	Charles M. Eaton,	Weston.
52. Wilmington,	W. N. Cragin,	Bedford.
53. Winchester,	Henry M. Walradt,	Needham.
54. Woburn,	Thomas Emerson,	Woburn.
Nantucket.		
1. Nantucket,	- -	- -
Norfolk.		
1. Avon,	John E. Bradley,	Randolph.
2. Bellingham,	Elmer E. Sherman,	Hopedale.
3. Braintree,	Irving W. Horne,	Braintree.
4. Brookline,	George I. Aldrich,	Brookline.
5. Canton,	James S. Perkins,	Canton.
6. Cohasset,	Nelson G. Howard,	Hingham Centre.
7. Dedham,	Roderick W. Hine,	Dedham.
8. Dover,	Rufus E. Corlew,	Cochituate.
9. Foxborough,	L. A. Freeman,	Foxborough.

XXVIII. *Table of towns and cities employing superintendents, etc.* — Continued.

By counties.	Superintendents.	Addresses.
Norfolk — Con.		
10. Franklin,	Irving H. Gamwell,	Franklin.
11. Holbrook,	John E. Bradley,	Randolph.
12. Hyde Park,	Frank O. Draper,	Hyde Park
13. Medfield,	Abner A Badger,	Walpole.
14. Medway,	Arthur D. Call,	Holliston.
15. Millis,	D. H. Whipple,	Millis.
16. Milton,	Asher J. Jacoby,	East Milton.
17. Needham,	Henry M. Walradt,	Needham.
18. Norfolk,	– –	– –
19. Norwood,	A. P. Wagg,	Norwood.
20. Quincy,	Frank E. Parlin,	Quincy.
21. Randolph,	John E. Bradley,	Randolph.
22. Sharon,	Edward P. Fitts,	Mansfield.
23. Stoughton,	Edward P. Fitts,	Mansfield.
24. Walpole,	Abner A. Badger,	Walpole.
25. Wellesley,	Marshall L. Perrin,	Wellesley Hills.
26. Westwood,	Calvin S. Locke,	Westwood.
27. Weymouth,	Andrew S. Thomson,	North Weymouth.
28. Wrentham,	Aaron B. Cole,	Plainville.
Plymouth.		
1. Abington,	W. H. Sanderson,	Bridgewater.
2. Bridgewater,	W. H. Sanderson,	Bridgewater.
3. Brockton,	B. B. Russell,	Brockton.
Brockton,	Harriet S. Hayward, Ass't,	Brockton.
4. Carver,	– –	–
5. Duxbury,	Edgar L. Willard,	Marshfield Hills.
6. East Bridgewater,	Robert J. Fuller,	East Bridgewater.
7. Halifax,	Hoyt H. Tucker,	Kingston.
8. Hanover,	Christopher A. Record,	Assinippi.
9. Hanson,	Christopher A. Record,	Assinippi.
10. Hingham,	Nelson G Howard,	Hingham Centre.
11. Hull,	Nelson G. Howard,	Hingham Centre.
12. Kingston,	Hoyt H. Tucker,	Kingston.
13. Lakeville,	– –	– –
14. Marion,	John C. Anthony,	Wareham.
15. Marshfield,	Edgar L. Willard,	Marshfield Hills.
16. Mattapoisett,	Frank M. Marsh,	Fairhaven.
17. Middleborough,	Charles H. Bates,	Middleborough.
18. Norwell,	Christopher A. Record,	Assinippi.
19. Pembroke,	Hoyt H. Tucker,	Kingston.
20. Plymouth,	Francis J. Heavens,	Plymouth.
21. Plympton,	Hoyt H. Tucker,	Kingston.
22. Rockland,	William C. Hobbs,	Whitman.
23. Rochester,	– –	– –
24. Scituate,	Edgar L. Willard,	Marshfield Hills.
25. Wareham,	John C. Anthony,	Wareham.
26. West Bridgewater,	Robert J. Fuller,	East Bridgewater.
27. Whitman,	William C. Hobbs,	Whitman.

XXVIII. Table of towns and cities employing superintendents, etc. — Continued.

By Counties.	Superintendents.	Addresses.
Suffolk.		
1. Boston, . . .	Edwin P. Seaver, . .	Boston.
Boston, . . .	Ellis Peterson, Supervisor,	Boston.
Boston, . . .	Robert C. Metcalf, "	Boston.
Boston, . . .	George H. Conley, "	Boston.
Boston, . . .	George H. Martin, "	Boston.
Boston, . . .	Walter S. Parker, "	Boston.
Boston, . . .	Sarah L. Arnold, "	Boston.
2. Chelsea, . . .	Walter H. Small, . .	Chelsea.
3. Revere, . . .	William H. Winslow, .	Revere.
4. Winthrop, . .	Frank A. Douglas, . .	Winthrop.
Worcester.		
1. Ashburnham, .	– –	– –
2. Athol, . . .	W. Scott Ward, . . .	Athol.
3. Auburn, . . .	– –	– –
4. Barre, . . .	Mortimer H. Bowman, .	Barre.
5. Berlin, . . .	William F. Sims, . .	Southborough.
6. Blackstone, . .	Josiah B. Davis, . .	Millville.
7. Bolton, . . .	Charles L. Clay, . .	Harvard.
8. Boylston, . .	Charles L. Clay, . .	Harvard.
9. Brookfield, . .	William A. Hoyt, . .	North Brookfield.
10. Charlton, . .	– –	– –
11. Clinton, . . .	Charles L. Hunt, . .	Clinton.
12. Dana, . . .	– –	– –
13. Douglas, . .	Francis S. Brick, . .	Uxbridge.
14. Dudley, . . .	C. S. Lyman, . . .	Oxford.
15. Fitchburg, . .	Joseph G. Edgerly, . .	Fitchburg.
16. Gardner, . .	Judson I. Wood, . .	Gardner.
17. Grafton, . . .	William H. Holmes, Jr., .	Grafton.
18. Hardwick, . .	Mortimer H. Bowman, .	Barre.
19. Harvard, . .	Charles L. Clay, . .	Harvard.
20. Holden, . . .	Herbert J. Jones, . .	Holden.
21. Hopedale, . .	Elmer E. Sherman, . .	Hopedale.
22. Hubbardston, .	F. G. Atwell, . . .	Baldwinsville.
23. Lancaster, . .	– –	– –
24. Leicester, . .	– –	– –
25. Leominster, . .	Thomas E. Thompson, .	Leominster.
26. Lunenburg, . .	David B. Locke, . .	Winchendon.
27. Mendon, . .	Elmer E. Sherman, . .	Hopedale.
28. Milford, . . .	Charles W. Haley, . .	Milford.
29. Millbury, . .	C. S. Lyman, . . .	Oxford.
30. New Braintree, .	Charles W. Goodwin, .	West Brookfield.
31. North Brookfield, .	William A. Hoyt, . .	North Brookfield.
32. Northborough, .	William F. Sims, . .	Southborough.
33. Northbridge, . .	S. A. Melcher, . . .	Whitinsville.
34. Oakham, . .	Herbert J. Jones, . .	Holden.
35. Oxford, . . .	C. S. Lyman, . . .	Oxford.
36. Paxton, . . .	Herbert J. Jones, . .	Holden.
37. Petersham, . .	Mortimer H. Bowman, .	Barre.

XXVIII. Table of towns and cities employing superintendents, etc. — Concluded.

By counties.	Superintendents.	Addresses.
Worcester— Con.		
38. Phillipston,	F. G. Atwell,	Baldwinsville.
39. Princeton,	Edgar H. Grout,	Princeton.
40. Royalston,	F. G. Atwell,	Baldwinsville.
41. Rutland,	Herbert J. Jones,	Holden.
42. Shrewsbury,	William F. Sims,	Southborough.
43. Southborough,	William F. Sims,	Southborough.
44. Southbridge,	J. T. Clarke,	Southbridge.
45. Spencer,	George I. Clapp,	Spencer.
46. Sterling,	Edgar H. Grout,	Princeton.
47. Sturbridge,	Charles W. Goodwin,	West Brookfield.
48. Sutton,	– –	– –
49. Templeton,	F. G. Atwell,	Baldwinsville.
50. Upton,	W. H. Holmes, Jr.,	Grafton.
51. Uxbridge,	Francis S. Brick,	Uxbridge.
52. Warren,	Albert Robinson,	Warren.
53. Webster,	W. A. Lackey,	Webster.
54. West Boylston,	Seth Howard Chace,	Ayer.
55. West Brookfield,	Charles W. Goodwin,	West Brookfield.
56. Westborough,	H. C. Waldron,	Westborough.
57. Westminster,	Edgar H. Grout,	Princeton.
58. Winchendon,	David B. Locke,	Winchendon.
59. Worcester,	Clarence F. Carroll,	Worcester.

Table of Superintendency Districts. — The following table of superintendency districts is intended to be correct to Dec. 31, 1901. The valuations and the numbers of schools have undergone changes, of course, since the organization of the districts.

The shares of service rendered by the superintendent are based on present conditions not given in the table. The shares of salary paid to the superintendent usually follow the shares of service, but not invariably, the law not requiring that the salary shall be apportioned according to the service. But whatever amounts the towns of a district severally contribute towards $750 of the superintendent's salary, such amounts determine their respective shares in what the State contributes to the district. If the towns choose to pay a salary higher than $1,500, the minimum required by the State, they may raise the excess as they please.

XXIX. *Table showing the superintendency districts aided by the State.*

Number.	DISTRICTS.	When formed.	AT TIME OF FORMATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When superintendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
1	Duxbury,	1888	$1,157,606	10	⅓	$250 00	$416 66⅓	$1,500 00	June 1.	Henry Barstow, Duxbury. P.O., Island Creek.	Clara M. Skeele, Scituate.
	Marshfield,	1888	1,075,935	9	⅓	250 00	416 66⅓				
	Scituate,	1888	1,837,275	13	⅓	250 00	416 66⅓				
2	Hubbardston,	1889	711,450	10	2/10	150 00	250 00	1,500 00	July 1.	S. E. Greenwood, Templeton.	W. F. Robie, Templeton.
	Phillipston,	1889	272,664	4	1/10	75 00	125 00				
	Royalston,	1889	623,161	9	2/10	150 00	250 00				
	Templeton,	1889	1,115,871	16	5/10	375 00	625 00				
3	Ashland,	1889	1,290,901	12	⅖	300 00	500 00	1,500 00	July 1.	William H. Terry, Hopkinton.	Fred W. Ray, Ashland.
	Hopkinton,	1889	2,222,035	21	⅗	450 00	750 00				
4	Easthampton,	1889	2,292,425	20	12/20	564 37	940 62	1,600 00	July 1.	Charles H. Johnson, Easthampton.	Charles N. Lond, Westhampton.
	Southampton,	1889	491,991	7	5/20	122 39	203 99				
	Westhampton,	1889	252,198	4	3/20	63 24	105 39				
5	Conway,	1889	757,606	14	28 per cent.	212 14	353 57	1,500 00	July 1.	C. G. Trow, Sunderland.	Henry S. Higgins, Whately (East).
	Sunderland,	1889	416,284	5	13 per cent.	94 29	157 15				
	Whately,	1889	395,295	6	10 per cent.	73 93	123 21				
	Williamsburg,	1889	882,767	15	49 per cent.	369 64	616 07				
6	Barre,	1890	1,449,226	12	13/34	286 77	477 95	1,500 00	May 1.	Bainbridge J. Bennett, Petersham.	Myron H. Davis, Hardwick.
	Hardwick,	1890	1,402,815	14	14/34	308 82	514 70				
	Petersham,	1890	592,207	9	7/34	154 41	257 35				
7	Berlin,	1890	495,996	5	6/40	113 64	189 40	1,500 00	May 1.	Daniel W. Bemis, Shrewsbury.	M. A. Bassett, Berlin.
	Northborough,	1890	1,254,092	8	11/40	204 54	340 90				
	Shrewsbury,	1890	1,168,670	9	12/40	227 28	378 80				
	Southborough,	1890	1,371,738	10	11/40	204 54	340 90				
8	Becket,	1890	383,858	8	27 per cent.	200 00	333 33⅓	1,500 00	May 1.	W. B. McGeoch, Chester.	E. H. Alderman, Middlefield.
	Chester,	1890	520,480	10	42 per cent.	326 00	543 33⅓				
	Middlefield,	1890	237,685	7	20 per cent.	144 50	240 83⅓				
	Washington,	1890	201,889	7	11 per cent.	79 50	132 50				

XXIX. *Table showing the superintendency districts aided by the State* — Continued.

Number.	DISTRICTS.	When formed.	AT TIME OF FORMATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S—		State aid to each town.	Superintendent's salary.	When superintendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
9	Brimfield,	1890	$425,800	9	3/10	$225 00	$375 00	$1,500 00	July 1.	Charles W. Jackson, Monson.	Robert V. Sawin, Brimfield.
	Monson,	1890	1,757,753	20	7/10	525 00	875 00				
10	Princeton,	1890	817,346	8	1/5	150 00	250 00	1,500 00	July 1.	John B. Marcon, Princeton.	Arthur S. Wilder, Sterling.
	Sterling,	1890	848,333	10	2/5	300 00	500 00				
	Westminster,	1890	761,617	12	2/5	300 00	500 00				
11	Mansfield,	1891	1,644,112	15	2/5	300 00	500 00	1,650 00	April 18.	Edwin A. Jones, Stoughton.	Mary E. Hixon, Sharon.
	Sharon,	1891	1,231,591	7	2/5	300 00	500 00				
	Stoughton,	1891	2,409,890	16	1/5	150 00	250 00				
12	Dracut,	1891	1,603,992	12	4/10	300 00	500 00	1,800 00	May 4.	Selden Colburn, Dracut.	Herbert L. Abbott, North Reading.
	North Reading,	1891	536,048	6	1/10	75 00	125 00				
	Tewksbury,	1891	1,400,083	10	4/10	300 00	500 00				
	Tyngsborough,	1891	372,697	7	1/10	75 00	125 00				
13	Brookfield,	1891	1,294,448	16	1/2	375 00	625 00	1,500 00	May 13.	Henry E. Cottle, Brookfield.	Timothy Howard, North Brookfield.
	North Brookfield,	1891	1,710,555	16	1/2	375 00	625 00				
14	Egremont,	1891	425,100	3	3/40	56 25	93 75	1,500 00	July 1.	William D. French, Sheffield.	William C. Spaulding, West Stockbridge.
	New Marlborough,	1891	577,630	10	8/40	150 00	250 00				
	Richmond,	1891	468,726	7	7/40	131 25	218 75				
	Sheffield,	1891	884,155	14	12/40	225 00	375 00				
	West Stockbridge,	1891	625,113	10	10/40	187 50	312 50				
15	Grafton,	1891	2,351,385	24	3/4	562 50	937 50	1,500 00	July 1.	Francis M. McGarry, Grafton.	Appleton P. Williams, West Upton.
	Upton,	1891	926,611	10	1/4	187 50	312 50				
16	Agawam,	1891	1,226,298	12	42 per cent.	315 00	525 00	$1,500 00	July 1.	Monroe G. Spring, Southwick.	Mrs. Orville Carpenter, Granville.
	Granville,	1891	350,533	10	29 per cent.	217 50	362 50				
	Southwick,	1891	513,702	8	29 per cent.	217 50	362 50				
17	Dudley,	1891	1,003,680	13	6/20	225 00	375 00	1,600 00	Aug. 1.	Lemuel Healy, Dudley.	Thomas H. Sullivan, Millbury.
	Millbury,	1891	2,103,061	16	9/20	337 50	562 50				
	Oxford,	1891	1,296,860	12	5/20	187 50	312 50				

18	Abington, . . .	1891	2,209,723	15	½	375 00	625 00	2,000 00	Aug. 1.	Austin Turner, Bridgewater.	Richard B. Rand, Abington.
	Bridgewater, . .	1891	2,363,676	17	½	375 00	625 00				
19	Buckland, . . .	1892	537,682	9	3/10	225 00	375 00	1,500 00	April 24.	Edwin Baker, Shelburne.	Herbert Newell, Buckland.
	Colrain, . . .	1892	565,828	15	4/10	300 00	500 00				
	Shelburne, . . .	1892	860,840	10	3/10	225 00	375 00				
20	Bourne, . . .	1892	1,465,575	11	9/20	337 50	562 50	1,500 00	July 1.	Charles H. Hammond, Mashpee.	Mrs. Elizabeth Clark, Sandwich.
	Mashpee, . . .	1892	179,370	2	2/20	75 00	125 00				
	Sandwich, . . .	1892	849,800	11	9/20	337 50	562 50				
21	East Bridgewater, .	1892	1,488,939	14	17/40	350 00	583 33⅓	1,500 00	May 20.	William H. Taylor, East Bridgewater.	Mrs. Matthew K. Crosby, West Bridgewater.
	Raynham, . . .	1892	788,001	8	10/40	150 00	250 00				
	West Bridgewater, .	1892	1,094,632	10	13/40	250 00	416 66⅔				
22	Dennis, ...	1892	1,216,610	17	68 per cent.	508 14	846 90	1,500 00	July 5.	Joshua Crowell, Dennis.	Lafayette K. Chase, Yarmouth.
	Yarmouth, . . .	1892	1,814,660	9	32 per cent.	241 86	403 10				
23	Warren, . . .	1893	2,458,835	24	⅘	600 00	1,000 00	1,500 00	Aug. 1.	Frank E. Gleason, Warren.	Joseph G. Hastings, Warren.
	Wales, . . .	1893	276,825	5	⅕	150 00	250 00				
24	Lunenburg, . . .	1893	760,539	8	⅓	250 00	416 67	1,600 00	April 1.	Charles A. Goodrich, Lunenburg.	Frank B. Spalter, Winchendon.
	Winchendon, . .	1893	2,215,722	19	⅔	500 00	833 33				
25	East Longmeadow, }	1893	1,202,068	11	9/47	143 62	239 36	1,550 00	July 1.	Jason Butler, Wilbraham.	O. L. Wolcott, East Longmeadow.
	Longmeadow, . }				6/47	95 74	159 58				
	Hampden, . . .	1893	415,300	6	5/47	79 79	132 98				
	Ludlow, . . .	1893	1,036,708	14	16/47	255 32	425 53				
	Wilbraham, . .	1893	760,147	10	11/47	175 53	292 55				
26	Dartmouth, . . .	1893	2,366,225	20	½	375 00	625 00	1,500 00	Sept. 11.	John W. Gifford, Westport.	Andrew B. Cushman, Dartmouth (South).
	Westport, . . .	1893	1,366,750	18	½	375 00	625 00				
27	Hanover, . . .	1894	1,180,726	8	⅓	250 00	416 67	1,500 00	April 30.	Sumner A. Chapman, Hanover (South).	Mary L. F. Power, Norwell.
	Hanson, . . .	1894	620,890	8	⅓	250 00	416 66				
	Norwell, . . .	1894	885,537	10	⅓	250 00	416 67				
28	Cheshire, . . .	1894	701,890	8	3/10	225 00	375 00	1,500 00	April 10.	George Z. Dean, Cheshire.	William J. Simmons, Dalton.
	Dalton, . . .	1894	2,303,915	18	7/10	525 00	875 00				
29	Chatham,* . . .	1900	884,975	12	⅓	250 00	416 67	1,500 00	Sept. 7.	A. T. Williams, Provincetown.	F. A. Rogers, Chatham.
	Provincetown, . .	1894	2,079,502	21	5/9	416 66⅔	694 44				
	Wellfleet, . . .	1894	611,063	5	1/9	83 33⅓	138 89				

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* Added in 1900.

XXIX. *Table showing the superintendency districts aided by the State* — Continued.

Number.	DISTRICTS.	When formed.	AT TIME OF FORMATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When superintendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
30	Norton,	1894	$778,616	9	2/5	$300 00	$500 00	$1,500 00	May 1.	Willis M. Fuller, Wrentham. P. O., Plainville.	George E. Makepeace, Norton.
	Wrentham,	1894	1,447,747	16	3/5	450 00	750 00				
31	Bellingham,	1894	686,495	10	1/3	250 00	416 66 2/3	1,700 00	May 2.	Horace A. Brown, Bellingham. P. O., Caryville.	Frank J. Dutcher, Hopedale.
	Hopedale,	1894	1,704,572	6	1/3	-	-				
	Mendon,	1894	537,175	8	1/3	250 00	416 66 2/3				
32	Brewster,	1894	556,405	5	5/24	156 25	260 42	1,500 00	June 1.	George S. Hall, Orleans.	Thomas D. Sears, Brewster (North).
	Eastham,	1894	267,251	3	3/24	93 75	156 25				
	Harwich,	1894	1,073,790	13	12/24	375 00	625 00				
	Orleans,	1894	551,146	4	4/24	125 00	208 33				
33	Granby,	1895	441,587	8	1/4	187 50	312 50	1,500 00	April 1.	J. W. Bean, South Hadley.	William A. Taylor, Granby.
	South Hadley,	1895	2,083,820	21	3/4	562 50	937 50				
34	Gill,	1895	482,469	5	1/5	150 00	250 00	1,500 00	May 7.	Leonard R. Smith, Northfield (East).	Mrs. Nellie M. Wood, Northfield.
	Leyden,*	1901	198,918	5	1/5	150 00	250 00				
	Northfield,	1895	894,048	9	2/5	300 00	500 00				
	Warwick,	1895	310,750	7	1/5	150 00	250 00				
35	Bolton,	1895	477,184	7	6/28	160 71	267 86	1,500 00	July 1.	Warren H. Fairbank, Harvard.	George L. Wright, Boylston (Centre).
	Boylston,	1895	524,311	5	5/28	133 93	223 21				
	Harvard,	1895	920,958	9	9/28	241 07	401 79				
	Shirley,	1895	737,135	7	8/28	214 29	357 14				
36	Chilmark,†	1897	215,877	3	2/20	75 00	125 00	1,550 00	July 10.	Horatio N. Pease, Cottage City.	John C. Norton, Tisbury.
	Cottage City,	1895	1,567,700	4	5/20	187 50	312 50				
	Edgartown,	1895	730.337	6	5/20	187 50	312 50				
	Tisbury,	1895	874,150	4	4/20	150 00	250 00				
	West Tisbury,	1895	387,263	3	4/20	150 00	250 00				
37	Georgetown,	1895	991,890	11	2/5	300 00	500 00	1,500 00	Sept. 1.	A. L. Wales, Groveland.	A. W. Peabody, Rowley.
	Groveland,	1895	948,218	12	2/5	300 00	500 00				
	Rowley,	1895	642,706	6	1/5	150 00	250 00				

38	Carlisle,	1896	349,723	5	3/20	112 50	187 50	1,500 00	Aug. 1.	Ernest C. Bartlett, Chelmsford.	A. Herbert Armes, Carlisle.
	Chelmsford,	1896	2,176,655	17	15/20	562 50	937 50				
	Dunstable,	1896	285,437	3	2/20	75 00	125 00				
39	Holliston,	1896	1,571,982	13	⅖	300 00	500 00	1,500 00	Sept. 1.	Joseph H. Dewing, Holliston.	N. Vander Pyl, Holliston.
	Medway,	1896	1,433,130	16	⅖	300 00	500 00				
	Sherborn,	1896	802,530	5	⅕	150 00	250 00				
40	Acushnet,	1897	634,060	6	⅕	150 00	250 00	1,500 00	April 14.	J. S. Burbank, Mattapoisett.	Thomas A. Tripp, Fairhaven.
	Fairhaven,	1897	2,223,737	16	⅗	450 00	750 00				
	Mattapoisett,	1897	1,507,388	5	⅕	150 00	250 00				
41	Charlemont,	1897	353,299	10	10/30	250 00	416 67	1,600 00	April 26.	Charles Crittenden, Charlemont.	C. C. Fuller, West Hawley.
	Florida,	1897	152,012	4	5/30	125 00	208 33				
	Hawley,	1897	143,192	7	6/30	150 00	250 00				
	Monroe,	1897	138,818	3	4/30	100 00	166 67				
	Rowe,	1897	170,782	5	5/30	125 00	208 33				
42	Ashby,	1897	469,749	6	⅖	300 00	500 00	1,500 00	July 1.	H. R. Foster, Ashby.	E. C. Tuttle, Townsend.
	Townsend,	1897	1,107,910	9	⅗	450 00	750 00				
43	Dover,	1898	824,374	4	2/10	150 00	250 00	1,500 00	Sept. 1.	Charles H. Boodey, Wayland. P. O., Cochituate.	George E. Harrington, Sudbury.
	Sudbury,	1898	1,166,349	7	3/10	225 00	375 00				
	Wayland,	1898	1,648,465	13	5/10	375 00	625 00				
44	New Braintree,	1898	410,450	5	3/10	225 00	375 00	1,550 00	May 20.	A. C. White, West Brookfield.	George K. Tufts, New Braintree.
	Sturbridge,	1898	915,250	13	4/10	300 00	500 00				
	West Brookfield,	1898	765,189	8	3/10	225 00	375 00				
45	Ayer,	1898	1,450,329	11	½	375 00	625 00	1,600 00	July 1.	Albert W. Hinds, West Boylston.	George H. Brown, Ayer.
	West Boylston,	1898	789,295	15	½	375 00	625 00				
46	Acton,	1898	1,538,050	9	3/10	225 00	375 00	1,500 00	Sept. 1.	Nathan A. Taylor, Littleton.	Charles J. Williams, Acton.
	Littleton,	1898	878,325	7	2/10	150 00	250 00				
	Westford,	1898	1,266,454	16	5/10	375 00	625 00				
47	Foxborough,	1899	2,018,088	15	⅗	450 00	750 00	1,500 00	July 1.	Harry G. Chase, West Newbury.	Addie J. Bemis, Foxborough.
	West Newbury,	1899	855,621	11	⅖	300 00	500 00				
48	Medfield,	1899	1,311,568	8	⅖	300 00	500 00	1,500 00	April 1.	Junius B. Mowry, Walpole (South).	George Washburn, Medfield.
	Walpole,	1899	2,433,071	15	⅗	450 00	750 00				
49	Freetown,	1900	821,322	8	⅓	250 00	416 66⅓	1,500 00	May 1.	John Francis Greene, Seekonk.	Viola N. Burns, Freetown.
	Seekonk,	1900	948,715	9	⅓	250 00	416 66⅔				
	Swansea,	1900	912,995	11	⅓	250 00	416 66⅔				

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* Added in 1901.

† Added in 1897.

XXIX. *Table showing the superintendency districts aided by the State* — Continued.

Number.	DISTRICTS.	When formed.	AT TIME OF FORMATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town.	Superintendent's salary.	When superintendent's year begins.	JOINT COMMITTEE.	
			Valuation.	Number of schools.	Service.	Salary.				Chairman.	Secretary.
50	Marion,	1900	$1,052,270	6	2/5	$300 00	$500 00	$1,500 00	June 1.	John Huxtable, Wareham.	Anne E. Luce, Marion.
	Wareham,	1900	2,348,013	22	3/5	450 00	750 00				
51	Holden,	1900	1,293,573	16	5/10	375 00	625 00	1,500 00	Aug. 1.	Walter A. Hunter, Rutland.	Marion E. Warren, Holden.
	Oakham,	1900	317,710	5	2/10	150 00	250 00				
	Paxton,	1900	304,575	3	1/10	75 00	125 00				
	Rutland,	1900	613,256	6	2/10	150 00	250 00				
52	Ashfield,	1900	532,307	10	10/24	312 50	520 83⅓	1,500 00	Sept. 1.	John E. Urquhart, Ashfield.	Frederick G. Howes, Ashfield.
	Cummington,	1900	287,195	6	6/24	187 50	312 50				
	Goshen,	1900	139,513	3	3/24	93 75	156 25				
	Plainfield,	1900	158,081	5	5/24	156 25	260 41⅔				
53	Bedford,	1900	1,104,477	5	5/20	187 50	312 50	1,500 00	May 28.	Ernest H. Hosmer, Bedford.	Winifred B. Simonds, Bedford.
	Burlington,	1900	574,932	3	3/20	112 50	187 50				
	Lincoln,	1900	2,237,295	5	5/20	187 50	312 50				
	Wilmington,	1900	1,095,877	9	7/20	262 50	437 50				
54	Lynnfield,	1900	672,245	4	1/10	75 00	125 00	2,000 00	June 1.	Ashton H. Thayer, Wakefield.	J. Winslow Perkins, Lynnfield (Centre).
	Wakefield,	1900	7,765,215	40	9/10	675 00	–				
55	Amherst,	1901	3,201,414	18	5/6	625 00	–	1,800 00	March 1.	John L. Brewer, Pelham.	S. T. Maynard, Amherst.
	Pelham,	1901	185,337	4	1/6	125 00	208 33⅓				
56	Bernardston,	1901	391,986	8	6/25	180 00	300 00	1,500 00	April 15.	John W. Clark, Hadley (North).	S. H. Field, Hatfield, (North).
	Hadley,	1901	993,238	11	11/25	330 00	550 00				
	Hatfield,	1901	1,093,341	8	8/25	240 00	400 00				
57	Blandford,	1901	446,340	8	8/29	206 88	344 83	1,500 00	July 1.	H. R. Gooch, Huntington.	E. H. Cross, Huntington.
	Huntington,	1901	523,892	9	10/29	258 60	431 03				
	Montgomery,	1901	140,598	5	5/29	129 36	215 52				
	Russell,	1901	490,804	6	6/29	155 16	258 62				
58	Avon,	1901	831,500	8	4/15	200 00	333 33	1,500 00	July 1.	Zenas A. French, Holbrook.	John E. McDonald, Randolph.
	Holbrook,	1901	1,217,680	12	5/15	250 00	416 67				
	Randolph,	1901	1,904,450	17	6/15	300 00	500 00				

59	Douglas,	1901	1,053,655	10	2/5	300 00	500 00	1,500 00	Sept. 1.	John R. Scott, Uxbridge.	Paul F. Ela, Douglas (East).
	Uxbridge,	1901	2,264,050	18	3/5	450 00	750 00				
60	Erving,	1901	399,658	6	3/10	225 00	375 00	1,500 00	Aug. 1.	Arthur H. Gordon, Erving. P.O., Miller's Falls.	Mrs. Cora A. Stearns, Wendell. P. O., Wendell Depot.
	Leverett,	1901	275,294	4	2/10	150 00	250 00				
	Shutesbury,	1901	178,036	4	2/10	150 00	250 00				
	Wendell,	1901	239,786	6	3/10	225 00	375 00				
61	Lee,	1901	1,760,771	12	12/25	360 00	600 00	1,500 00	Sept. 1.	Augustus R. Smith, Lee.	Elihu D. Harmon, Monterey.
	Monterey,	1901	226,845	5	5/25	150 00	250 00				
	Otis,	1901	216,292	5	5/25	150 00	250 00				
	Tyringham,	1901	221,717	3	3/25	90 00	150 00				
62	Hinsdale,	1901	592,790	10	12/30	288 46	480 78	1,500 00	May 13.	G. H. Galusha, Windsor.	Thomas F. Barker, Hinsdale.
	Peru,	1901	120,249	3	3/30	76 53	144 22				
	Savoy,	1901	157,111	6	7/30	183 08	288 46				
	Windsor,	1901	195,276	7	8/30	201 93	336 54				
63	Boxford,	1901	688,770	5	2/10	150 00	250 00	1,750 00	May 6.	Walter S. Parker, Reading.	A. T. Merrill, Topsfield.
	Middleton,	1901	977,227	9	1/10	75 00	125 00				
	Reading,	1901	4,412,574	21	5/10	375 00	-				
	Topsfield,	1901	859,435	6	2/10	150 00	250 00				
64	Halifax,	1901	281,727	3	2/15	100 00	166 66⅔	1,500 00	July 1.	John M. Monroe, Pembroke.	Fred W. Dennett, Plympton.
	Kingston,	1901	1,381,970	10	6/15	300 00	500 00				
	Pembroke,	1901	623,410	7	5/15	250 00	416 66⅔				
	Plympton,	1901	331,087	3	2/15	100 00	166 66⅔				
65	Marblehead,	1901	6,515,279	28	3/5	450 00	-	2,000 00	Sept. 1.	Thomas W. Tucker, Marblehead.	George W. Adams, Newbury. P. O., Ipswich, R. F. D. 1.
	Newbury,	1901	1,093,134	6	1/5	150 00	250 00				
	Salisbury,	1901	686,290	8	1/5	150 00	250 00				
66	Billerica,	1901	2,077,284	15	½	375 00	625 00	1,800 00	Sept. 1.	Frederic A. Casey, Billerica.	Frank T. Beede, Hudson.
	Hudson,	1901	3,001,496	25	½	375 00	-				
67	Merrimac,	1901	1,268,940	12	½	375 00	625 00	1,500 00	Sept. 1.	Thomas H. Hoyt, Merrimac.	Mary G. Carleton, North Andover.
	North Andover,	1901	4,274,611	21	½	375 00	-				

Of the foregoing districts, those numbered 31, 32, 36 and 42 were authorized by special acts of the Legislature, — the 31st and 32d by chapters 246 and 341, Acts of 1894; the 36th by chapter 371, Acts of 1895; and the 42d by chapter 433, Acts of 1897. These districts did not furnish schools enough to permit organization under the general law.

Changes in District Superintendencies. — The following towns, 27 in number, previously without superintendents, have entered district superintendencies during the year: —

Berkshire County. — Hinsdale, Lee, Monterey, Otis, Peru, Savoy, Tyringham, Windsor.

Essex County. — Boxford, Middleton, Newbury, Salisbury, Topsfield.

Franklin County. — Bernardston, Leyden, Shutesbury.

Hampden County. — Montgomery, Russell.

Hampshire County. — Hadley, Huntington, Pelham.

Norfolk County. — Holbrook, Randolph.

Plymouth County. — Halifax, Pembroke, Plympton.

Worcester County. — Douglas.

The following districts have been dissolved during the year: —

1. The Deerfield-Hatfield-Leverett district, — Leverett uniting with Erving, Shutesbury and Wendell, and Hatfield with Bernardston and Hadley, Deerfield at present having no superintendent.
2. The Billerica-Merrimac district, — Billerica uniting with Hudson, and Merrimac with North Reading.
3. The Erving-Orange-Wendell district, — Orange now employing its own superintendent without further aid from the State, and Erving and Wendell forming a new district, with Leverett and Shutesbury.

The following districts, organized during the year, contain each one or more towns eligible to State aid and one that is not: —

1. Amherst, without aid, and Pelham.
2. Hudson, without aid, and Billerica.
3. Marblehead, without aid, and Newbury and Salisbury.
4. North Andover, without aid, and Merrimac.
5. Reading, without aid, and Boxford, Middleton and Topsfield.

There are seven districts in all constituted like the foregoing, — the Wakefield-Lynnfield district and the Hopedale-Bellingham-Mendon district completing the list. Hopedale's valuation, having passed $3,500,000, excludes the town from further assistance.

The following districts organized during the year contain each a town that previously had a superintendent of its own, and other towns previously without superintendents: —

1. Avon, previously under its high school principal as superintendent, with Holbrook and Randolph.

2. Blandford, previously under a member of its school committee as superintendent, with Huntington, Montgomery and Russell.

3. Kingston, previously under its high school principal as superintendent, with Halifax, Pembroke and Plympton.

4. Uxbridge, previously under its high school principal as superintendent, with Douglas.

The Gill-Northfield-Warwick district has been enlarged by the addition of Leyden.

Of the 27 new towns that have entered districts, 19 have joined towns that are either ineligible to State aid, or, if eligible, have hitherto employed superintendents without it. The remaining eight towns have united as follows: —

1. Lee, Monterey, Otis and Tyringham.

2. Hinsdale, Savoy, Peru and Windsor.

But one town has dropped out of the superintendency list during the year, — the town of Deerfield.

Some of the foregoing changes, in addition to the local interests which they presumably have favored, have indicated a comity of town towards town that, if extended, might complete the districting of the State without legislative action. The so-called "stranded" towns, for example, might be relieved of their isolation if neighboring superintendency districts would consent to a readjustment of their boundaries for the purpose.

Status of Towns whose Valuation comes between $2,500,000 and $3,500,000. — The law provides that, when the valuation of towns in superintendency districts rises above $2,500,000 they may nevertheless remain in such districts and receive State assistance until their valuation reaches $3,500,000. The following is a list of the towns whose valuation May 1, 1900, came between these limits: —

Towns.	Population 1900.	Valuation May 1, 1900.	Number of schools.	Number of different pupils.
Berkshire County.				
Dalton,	3,014	$2,653,750	22	620
Stockbridge,	2,081	3,296,377	11	432
Williamstown,	5,013	2,790,168	27	929
Bristol County.				
Dartmouth,	3,669	2,626,375	20	581
Essex County.				
Ipswich,	4,658	3,245,335	19	825
North Andover,	4,243	4,274,611	21	881
Rockport,	4,592	2,772,506	18	777
Franklin County.				
Orange,	5,520	2,961,490	29	1,185
Hampden County.				
Palmer,	7,801	2,819,837	34	1,300
Hampshire County.				
Amherst,	5,028	3,201,414	18	1,004
Easthampton,	5,603	3,003,786	25	954
South Hadley,	4,526	2,510,040	22	930
Middlesex County.				
Groton,	2,052	2,727,694	15	424
Hudson,	5,454	3,001,496	25	1,063
Nantucket County.				
Nantucket,	3,006	3,338,033	11	414
Norfolk County.				
Franklin,	5,017	3,336,545	16	673
Needham,	4,016	3,406,360	21	732
Stoughton,	5,442	2,962,416	18	834
Walpole,	3,572	2,665,680	17	648
Plymouth County.				
Bridgewater,	5,806	2,535,742	21	892
Rockland,	5,327	3,176,644	24	1,109
Scituate,	2,470	2,642,700	11	407
Wareham,	3,432	2,512,755	22	630
Worcester County.				
Blackstone,	5,721	2,673,850	23	1,049
Lancaster,	2,478	3,101,312	12	424
Leicester,	3,416	2,720,879	16	688
Northbridge,	7,036	3,425,810	29	1,357
Spencer,	7,627	3,475,700	39	1,267
Westborough,	5,400	2,939,469	15	766
Winchendon,	5,001	2,614,354	22	1,002
Totals,	138,021	$89,413,128	623	24,797

The superintendency arrangements of the foregoing 30 towns are as follows : —

1. Four employ superintendents on full time, — Blackstone, Orange, Spencer, Williamstown.

2. Two employ superintendents in conjunction with other towns, none of them receiving aid from the State, — Needham, Rockland.

3. Ten are in superintendency districts and are aided by the State, — Bridgewater, Dalton, Dartmouth, Easthampton, Scituate, South Hadley, Stoughton, Walpole, Wareham, Winchendon.

4. Three that do not receive aid from the State are in districts with towns that do receive aid, — Amherst, Hudson, North Andover.

5. Six employ the high school principal as superintendent also, — Franklin, Groton, Northbridge, Palmer, Stockbridge, Westborough.

6. One employs a superintendent on part time, — Rockport.

7. Four are without superintendents, — Ipswich, Lancaster, Leicester, Nantucket.

All of the foregoing towns, could they have entered superintendency districts when their valuation was under $2,500,000 each, might have been in them at the present time, with aid from the State. As it is, however, 13 are now in districts, 10 with aid and 3 without, the latter having entered districts after passing the limit of $2,500,000, while 17 are outside. There is no question but that some of the unaided towns stand more in need of help than some of the aided.

Duties of the Superintendent. — The statutes do not define the duties of the superintendent; they simply provide that he shall have, under the control and direction of the school committee, the care and supervision of the public schools. Inquiries were recently made to find out the extent, in practice, of the authority granted to superintendents in Massachusetts by the school committees. The following table embodies the results of these inquiries : —

XXX. *Table showing the duties performed by superintendents of schools in two hundred and thirty-three towns and cities of Massachusetts, and the degree of authority exercised.*

DUTIES.	NUMBER OF TOWNS IN WHICH CERTAIN DEGREES OF AUTHORITY ARE EXERCISED BY SUPERINTENDENTS.				
	None.	Advisory.	Joint.	Full.	Unanswered or uncertain.
1. Selection of text-books, ...	8	85	44	92	4
2. Selection of reference books, . . .	9	88	38	93	5
3. Selection of apparatus, ...	6	81	35	103	8
4. Making of course of studies, ...	3	41	21	164	4
5. Nomination or certification of teachers, .	19	67	40	95	12
6. Appointment of teachers, ...	45	89	60	21	18
7. Suspension of teachers, ...	41	104	56	16	16
8. Dismissal of teachers, ...	48	102	61	15	7
9. Inspection and direction of teachers' work,	–	3	8	218	4
10. Calling and conducting teachers' meetings,	–	2	2	224	5
11. Promotion of pupils, ...	4	16	19	187	7

For a somewhat full consideration of the development and scope of the superintendency, consult "City and Town Supervision of Schools," by Dr. John T. Prince, agent of the Board. It may be had on application to the secretary's office.

The Popular Character of the Superintendency Movement. — It should be noted that supervision by superintendents of schools has been on trial in Massachusetts for sixty years; that it has developed steadily through these years, until now it applies to all the schools of the State except 4 per cent., and to all the school children except 3 per cent.; that this growth has been wholly a voluntary one, the State authorizing but not requiring it; that it was the value of the movement to the larger towns and cities that led the State to encourage it in the small towns by paying half the superintendent's salary; and that the action of the State in making such supervision an integral part of the school system everywhere after July 1, 1902, is simply the incorporation into law of a conviction previously reached almost universally by the people that the number, variety and magnitude of the public school interests demand a closer, more constant and more intelligent supervision than school committees, however ably constituted, can be expected to give. Indeed, the more highly people are qualified to serve on school committees, the greater their sense of the importance of such service, but the less the time they can usually give to it; hence the greater their need of the superintendent, and the quicker their recognition of this need. And so they readily accept the principle that the school committee should limit itself to what may be called legislative functions, but assign executive functions to the superintendent.

THE NORMAL SCHOOLS.

List of Normal Schools. — The ten normal schools of the State are the following: —

NORMAL SCHOOLS.	First opened.	Present principal.
Framingham, . .	July 3, 1839, at Lexington,	Henry Whittemore.
Westfield, . . .	Sept. 4, 1839, at Barre, .	C. A. Brodeur.
Bridgewater, . .	Sept. 9, 1840, . . .	Albert G. Boyden.
Salem, ...	Sept. 14, 1854, . . .	Walter P. Beckwith.
Normal Art, Boston, .	Nov. 11, 1873, . . .	George H. Bartlett.
Worcester, . . .	Sept. 15, 1874, . . .	E. Harlow Russell.
Fitchburg, . . .	Sept. 11, 1895, . . .	John G. Thompson.
North Adams, . .	Feb. 1, 1897, . . .	Frank F. Murdock.
Barnstable (Hyannis),	Sept. 9, 1897, . . .	William A. Baldwin.
Lowell, . . .	Oct. 4, 1897, . . .	Frank F. Coburn.

Examinations for Admission. — The following statement covers the time that has elapsed since the raising of the standard of admission in 1896: —

EXAMINATIONS FOR ADMISSION.	Number examined.	ADMITTED TO ALL CLASSES.		Membership of all the schools December 1.
		Normal Art School excluded.	Normal Art School included.	
June and September, 1896,	-	389	456	1,123*
June and September, 1897,	843	713	780	1,388
June and September, 1898,	852	654	743	1,572
June and September, 1899,	858	703	779	1,624
June and September, 1900,	950	718	819	1,643
June and September, 1901,	942	684	768	1,628

* Whole number of different pupils during the year 1896-97.

The foregoing statement shows for 1901 a slight falling off in numbers from the preceding year. Nevertheless, the normal schools are substantially maintaining the large and gratifying gain that came to them after the raising of the admission standard and the expansion of the system. The number examined for admission exceeds the number admitted by 174. This does not mean that 174 persons applying for admission were rejected, since some of them took preliminary examinations only. Still, the number of rejections is sufficiently large to impress upon prospective candidates the importance of considering whether they are sufficiently endowed by nature and equipped by training to be entitled to admission. In this connection it is proper to say that the normal schools in their admission policies naturally reflect the conditions under which they have to work. When, for example, the limit of accommodations in a normal school has been reached, increased stringency in the examinations seems to be the best way of keeping the admissions within bounds. In the case of a normal school, however, that has room for more students, especially if the school draws them from a scant population with inferior high school privileges, there is not only opportunity for a more considerate attitude towards the deficiencies of candidates, but a pretty strong reason for such attitude.

Normal School Data. — Table XXXI. gives admission and attendance data for the school years of 1900–1901, with other facts of interest: —

XXXI. *Table showing admissions and attendance for 1901, with other normal school data.*

NORMAL SCHOOLS.	TEACHERS IN NORMAL SCHOOLS.		TEACHERS IN MODEL AND PRACTICE SCHOOLS.		Examined in 1901 for admission.	ADMITTED TO —		NUMBER OF DIFFERENT STUDENTS FOR 1900-1901.			ATTENDANCE DEC. 1, 1901.			Number of graduates in 1901.	Different students from the beginning.	Graduates from the beginning.
	Men.	Women.	Men.	Women.		Entering class.	Higher or special classes.	Men.	Women.	Total.	Men.	Women.	Total.			
Barnstable (Hyannis), .	3	4	1	5	25	23	-	9	53	62	3	43	46	25	146	65
Bridgewater, . . .	7	8	1	12	172	75	49	45	242	287	34	221	255	113	5,029	3,230
Fitchburg, . . .	4	7	4	18	39	33	15	2	111	113	3	116	119	22	358	147
Framingham, . . .	5	11	-	7	114	103	11	-	179	179	-	193	193	73	3,694	2,259
Lowell, ...	3	8	1	18	96	61	9	-	144	144	1	117	118	38	393	114
North Adams, . .	4	4	-	18	59	43	3	1	93	94	-	87	87	29	243	112
Salem, ...	4	11	-	8	170	111	7	3	223	226	2	231	233	81	4,761	2,441
Westfield, . . .	3	4	1	15	83	59	13	1	139	140	-	105	105	60	4,394	1,699
Worcester, . . .	6	9	-	3	99	69	-	10	194	204	6	166	172	61	1,724	957
Normal Art (Boston), .	12	4	-	-	85	81	3	52	272	324	62	238	300	43	2,871	1,096
Totals, . . .	51	60	8	104	942	658	110	123	1,650	1,773	111	1,517	1,628	545	23,613	12,120

The number of students in attendance the past year was 1,773, — the largest number in the history of the normal schools. The number of teachers in the normal schools was 5 less than during the preceding year; in the practice schools, 2 more.

Self-Help in Candidates for Admission to the Normal Schools. — Much is said of the duty of the high schools to send better prepared students to the normal schools. It ought not to be overlooked, however, that such students are not the selection of the high schools; they are self-selected rather, and, therefore, at times unwisely selected. There is room, no doubt, for improvement in high school as in all other instruction, but there is a large measure of responsibility for defective preparation that belongs to the candidates themselves. The general courses of study in high schools, if pursued with sufficient seriousness, should answer for normal school purposes. Large high schools offering numerous electives may conveniently arrange a special normal school course; but in general it is not feasible to do so, and, if it were, it might not be advisable. The high school ideal here should be to do so good work for those whose formal education ends with the high school that the same work for intending teachers shall prove acceptable to the normal schools above. Now, the high school can scarcely render its students a higher service than that of arousing in them the spirit of self-help. The prospective teacher, in particular, should herself assume some of the burden — some of the pleasure it should be — of fitting herself for the normal school. Get down to the heart of it and the educative process resolves itself into something that is very close to self-education. The school is a necessity, indeed. Without it the multitudes would grow up in ignorance; they need the order, the stimulus, the direction of the school to start them aright. Moreover, the school opens to these multitudes vistas of work and opportunity that would otherwise have remained unsuspected. And the school does its work so successfully in the main that it is not surprising that unthinking people should assign the educative process to teachers, to books, to courses of study, to the paraphernalia of school helps, rather than to the mind and the experience of the person who is taught, where only it belongs and must forever abide. And because the educative process belongs to the student rather than to the school, because conditions often exist in the student's mind and environment that are hopelessly beyond the reach of the school, it follows that the school even at its best must sometimes fail to secure that reputable scholarship for which it aims. Now, the prospective teacher, above all others, should see to it that the high school shall not fail with her. She is soon to have a school of her own, to be no longer one whom others must help but one who must help others, to be thrown, in brief, in a summary way upon her own resources. Why should she not, then, assume a greater personal responsibility for her preparatory work? Does her arithmetic need to be reviewed? Why call on the high school for so simple a task as that? Is her history fading away? Why not cover the same field in some readable book different from that studied in school? Perhaps the drawing of the cube has never been fully mastered. How quickly the mastery comes to one in earnest to gain it! The soul of music is elusive enough, but what is there in the mechanics of the art to baffle the self-reliant girl who is bent on their conquest, especially if all she needs is to clarify and clinch such notions as she has already acquired from the musical instruction of preceding years? The high school should find out early who these prospective teachers are, and show them what they can do for themselves. Such candidates might form a club for purposes of review and mutual aid. And if the high school teachers should once in a while join them in a semi-professional, semi-social way, such tokens of interest in their plans of self-help would be worth many a formal recitation. Such candidates might even be permitted to do a little teaching, or at least some work accessory to teaching, in the way of helping their instructors and schoolmates, — for nothing leads so directly to the mastery of self and subject as the endeavor to teach the subject to others.

The smaller high schools are commonly overworked; that is, they have more work to do than they can do well. An overworked school, does not, however, mean overworked pupils; it is more likely to mean underworked or unwisely worked pupils. To such a school the spirit of self-help in those preparing to become teachers — the spirit of self-help in all its students, it might be added, were not these words written for a special class — comes as a welcome boon. Not so, however, that opposite spirit, not unknown even in those who mean to teach, — the spirit of one who waits, inert, limp and irresponsive, to be lifted and carried by the school.

Moreover, this spirit of self-help, this capacity to do things without being forever told to do them, is precisely what the public school needs for both teacher and pupil. There never was fine work done without it. There is no better sign of successful teaching than that under it the springs of self-help begin to flow; no better sign than that because of it they keep on flowing after school days are over and gone.

These suggestions to intending teachers are in sympathy with the profoundest pedagogical thought of the times, namely, that it is only through the immediate, self-directed and sustained activity of the learner that the educative process goes on. There must be stimulus from without, material from without, and therefore schools and teachers; but without the co-operative, self-reliant spirit of the interested learner, all such externals, essential as they are, go for naught.

Recommendations of the Normal School Music Teachers to High Schools. — The teachers of music in the normal schools have united in making the following suggestions relative to musical instruction in the high schools of the State: —

> In view of the facts that a knowledge of music is now expected to be a part of the liberal education of people in general, and that the seeds of this culture are to be sown in our public schools, it seems to the music department of the Massachusetts normal schools that it is necessary for the high schools of the State to provide for their students who propose to become teachers such instruction in the theory of music as will cover the subject-matter of music taught in the public schools.
>
> The normal school music teachers feel that in trying to give a suitable normal school training in music they are seriously and needlessly handicapped by the necessity of overcoming the inadequate preparation of so many of their students; they therefore commend to high schools, the importance, in particular, of training their candidates to a mastery of the following themes: —

1. Major and minor keys.
2. Simple two, three, four and six part measures.
3. The fractional divisions of the pulse or beat.
4. Chromatics.
5. The right use of the foregoing elements in singing.
6. The translation into musical notation of simple melodies or time phrases sung or played.

It is desirable that the music course in high schools shall grow in time to include some elementary instruction in the history of music and in the works of the masters.

The foregoing recommendations are made in the hope that, with the hearty co-operation of the high schools, the standard of attainments in music may be raised not only in candidates for admission to the normal schools, but in the schools which they are subsequently to teach.

Value of Music in the Schools. — The value of music in the schools can scarcely be overstated. It is needless to amplify this value, so well recognized is it in the provisions generally made for musical instruction. There are now employed in the State 163 supervisors or directors of music. They work in 203 towns and cities, whose population is 2,364,623, or about 85 per cent. of the entire State. It must not be assumed that music is not taught in the remaining 150 towns; on the contrary, the regular teachers in many of these towns are doing good work with it. Whether there are special directors or not, the regular teachers should have power in music. If there are directors to give unity, system, life to the instruction, they need, nevertheless, the active co-operation of the teachers. If there are no directors, then the regular teachers should be directors themselves. The teacher with no music in her soul is by so much a diminished power in school. It is exceedingly desirable that she should herself be able to sing; it might be too much to ask that she should also be a player upon some musical instrument; but if she neither sings nor plays, the situation is far from hopeless. There may yet be interest in music, enjoyment of music, a recognition of its worth, and power to utilize it in others. In any case, therefore, the teacher should have some acquaintance with the foundations and framework of musical structure. The prospective teacher, therefore, should take it for granted that she must do something with music and for it, and equip herself accordingly. Hence the importance of musical instruction in the normal schools. But, just as in arithmetic it is not the province of the normal schools to teach its fundamental principles, but to show, rather, how the students, whose academic familiarity with these principles is assumed, should handle them with the dawning minds of children, so in music it is not the province of the normal school primarily to teach music to their students, but rather to teach them how to teach music to beginners in the public schools.

In this, as in other subjects taught in the normal schools, there are so wide diversities of preparation among the students that the normal school teachers are often perplexed to know their duty towards them. If they adapt their instruction to the inferior preparation, students of superior preparation suffer; and *vice versa*. The division of classes according to degrees of preparation can be carried at the best but a little way; and even then it would raise the question as to how far a normal school should permit itself to be swerved from laudable ideals by the insufficient preparation of its students. It is wiser, on the whole, to keep the instruction pretty close to the needs of the better qualified, and let the rest make what they can out of it. The normal school asks for better admission qualifications; it should respect them, therefore, when it gets them. With gradually improving standards of admission, — a policy more defensible in the case of persons aspiring to teach in the public schools than in the case of persons whose aim is limited to a general training in the colleges, — this special difficulty of the normal schools will be reduced. The music teachers in the normal schools, therefore, are right in their ambition to work in a more strictly professional way, — that is, in a way that shall be more immediately serviceable to young teachers who are soon to give music instruction themselves. Many a teacher is likely to have boys and girls whose diversities of fitness or of inclination to receive such instruction will give her greater problems than she herself ever brought to the musical department of the normal school.

TEACHERS' INSTITUTES.

Number and Attendance. — Institutes have been held in 26 towns. The following table outlines an account of each of them: —

WHERE HELD.	Date.	Number of towns represented.	Number of members.	Number of exercises.	By whom conducted.
Amherst, . . .	May 3,	5	70	10	G. T. Fletcher.
Ashland, . . .	Oct. 7,	9	148	14	J. W. MacDonald.
Barnstable (Hyannis),	Dec. 12,	14	128	14	J. T. Prince.
Becket, . . .	May 29,	4	27	7	G. T. Fletcher.
Cummington, . .	Sept. 13,	7	41	6	G. T. Fletcher.
Gardner, . . .	Oct. 21,	11	228	17	J. W. MacDonald.
Great Barrington, .	May 17,	8	68	9	G. T. Fletcher.
Kingston, . . .	Oct. 8,	13	171	15	J. T. Prince.
Ludlow, . . .	Oct. 11,	7	72	6	G. T. Fletcher.
Mattapoisett, . .	Sept. 30,	7	92	14	J. T. Prince.
Monson, . . .	Oct. 30,	6	120	14	G. T. Fletcher.
New Salem, . . .	May 21,	5	25	7	G. T. Fletcher.
Pepperell, . . .	Nov. 1,	11	134	19	J. W. MacDonald.
Pittsfield, . . .	April 26,	9	163	6	G. T. Fletcher.
Randolph, . . .	Nov. 11,	9	242	15	J. T. Prince.
Russell, . . .	Nov. 9,	4	20	8	G. T. Fletcher.
Salem, ...	July 2–12,	31	214	133	J. W. MacDonald.
Sandisfield, . . .	June 12,	4	22	6	G. T. Fletcher.
Somerset, . . .	Oct. 16,	6	73	11	J. T. Prince.
South Hadley, . .	June 12,	1	25	7	G. T. Fletcher.
Southwick, . . .	Sept. 28,	3	33	9	G. T. Fletcher.
Spencer, . . .	Oct. 2,	8	156	14	J. W. MacDonald.

WHERE HELD.	Date.	Number of towns represented.	Number of members.	Number of exercises.	By whom conducted.
Stoneham, . . .	Oct. 11,	8	242	18	J. W. MacDonald.
Webster, . . .	Oct. 1,	9	147	14	J. W. MacDonald.
Whately, . . .	May 13,	4	34	8	G. T. Fletcher.
Wrentham (Plainville),	Oct. 4,	11	220	15	J. T. Prince.
Totals, . . 26	–	214	2,915	416	

These institutes were divided among the agents of the Board as follows: —

	Institutes.	Towns.	Teachers.	Exercises.
Mr. Prince, ...	6	60	926	84
Mr. Fletcher, . . .	13	67	720	103
Mr. MacDonald, . . .	7	87	1,269	229
Totals, ...	26	214	2,915	416

Mr. Fletcher's institutes are held largely in sparsely settled sections of the State; hence their greater number and their smaller attendance. The two weeks' Salem institute was in charge of Mr. MacDonald. It is the aim of the institute to get as close as possible to the needs of the schools. Its work is, therefore, more immediately serviceable to teachers than that of ordinary teachers' associations. In the nature of the case, it is of more value to the younger and less experienced teachers than to those whose service and success qualify them to serve as institute instructors rather than as institute students; and yet an endeavor is made in some portion of the institute work to minister to the higher needs of the latter class.

Change of Location for the Summer Institute. — The summer institute at Salem was not so largely attended as in former years. It was its sixth season. Teachers cannot be expected — they ought not to be expected — to attend a summer institute many years in succession. An institute has to keep before itself the duty of aiding newly appointed and somewhat inexperienced teachers, as well as of serving those who are more advanced in power and experience. It must, therefore, at its best, repeat itself to some extent each year. So there is a sense in which a section served by an institute for a series of years becomes partially exhausted and may properly lie fallow for a time. Moreover, other sections of the State merit consideration. The Laurel Park Institute, so named for its usual place of meeting in Northampton, was discontinued in 1900, after completing its tenth season. The Salem institute is to be discontinued the present year. A dominant thought in conducting the summer institute has been to make it serve primarily the teachers of the small towns, although there is nothing in any law thus restricting its field. But the small towns are best reached from cities to which such towns have convenient access. As a matter of fact, there are more teachers in small towns within an hour's ride of Boston than within an hour's ride of any other centre in the State. The educational, recreative and even economical advantages of Boston as a place for a summer meeting it is needless to enumerate. The experiment of holding one session of the summer institute at the State capital is worthy of trial.

The Summer School at Hyannis. — This school does work that may be counted towards the normal school diploma. Its session is five weeks long. It is attended chiefly by young teachers who have had little or no normal school training. Its work is intensive in its nature, and somewhat less professional than it would be were the students not actively engaged in teaching. The school meets a genuine need, and is believed to be meeting it successfully. For a detailed account of this school, reference should be made to the report of its board of visitors.

Private Schools.

The Private School Movement for Ten Years.—The following table gives the private school movement for ten years. The sharp breaks in the table in passing from 1894 to 1895 are due to stricter definitions of the academy and of the sort of private schools to be returned.

XXXII. Table showing the private school movement for the past ten years.

Years.	Number of academies (chiefly incorporated).	Number of academy pupils.	Number of other private schools.	Number of pupils in these other private schools.	Total number of private schools.	Total number of private school pupils.	Total number of public and private school pupils.	Ratio of private school pupils to all the pupils in the State.
1892, . .	94	17,250	399	43,355	493	60,605	443,822	1 to 7.3
1893, . .	94	17,359	350	44,991	444	62,340	454,085	1 to 7.2
1894, . .	99	17,844	359	48,319	458	66,163	466,772	1 to 7.0
1895, . .	59	5,484	341	59,204	400	64,688	477,641	1 to 7.4
1896, . .	52	5,994	359	61,090	411	67,084	491,437	1 to 7.3
1897, . .	53	5,418	365	63,370	418	68,788	508,155	1 to 7.4
1898, . .	55	5,817	363	67,653	418	73,470	529,611	1 to 7.2
1899, . .	56	5,523	368	65,937	424	71,460	543,437	1 to 7.6
1900, . .	53	6,090	366	73,205	419	79,205	554,096	1 to 7.0
1901, . .	52	7,146	349	75,179	401	82,325	550,513	1 to 6.7

Since the number of pupils returned as enrolled in the public schools is less than the preceding year, for reasons referred to on page 95, while the number of pupils returned as enrolled in the private schools has increased somewhat, the ratio of private school pupils to the total school population has risen from 1 in 7 to 1 in 6.7; that is, from 14.3 per cent. of the total school population to 15 per cent.

Boston returns to the State 90,606 public school pupils as enrolled and 20,583 private school pupils as enrolled. Here the ratio of the private pupils to the total number is as 1 to 5.4, or 19 per cent. The State census for 1895 showed that in Boston, on May 1 of that year, the ratio was 1 to 7.9, or only 12.7 per cent. The school census of Boston for Sept. 1, 1901, just completed, shows a ratio of 1 to 6.7, or 15 per cent.

While the returns of private school pupils to the State are doubtless swollen in some cases because they are based on estimates rather than on a strict count, it is doubtless true that for Boston, at least, and probably for other selected portions of the State, the proportion of private school pupils has increased somewhat during the past five years. The increase, therefore, in the proportion of private school pupils to public in the State seems to be partly real as well as partly nominal, — real because of the actual gain in private school numbers, and nominal because of the loss in public school numbers due to greater stringency in determining them.

Parochial Schools. — The Catholic parochial schools of Massachusetts make up the principal part of the State's private school population. In the fifty-fifth report of the Board, issued in 1892, appears the first detailed account of these schools. The number of pupils of all ages returned directly to the Board by the private schools themselves (not by the school committees) in 1891 was 62,569, of whom 46,159, or 73.8 per cent., were in parochial schools. The prominence of the parochial schools in the private school population of to-day is apparent from the following classification, the figures being for the school year of 1899–1900 : —

Pupils in parochial schools, ...	61,570, or 74.8 per cent.
Pupils in incorporated academies, . . .	7,146, or 8.7 per cent.
Pupils in other private schools, . . .	13,609, or 16.5 per cent.

These parochial schools are distributed among three dioceses. The Diocese of Boston was established in 1808, and included all the New England States down to 1843. It was gradually reduced in territory, first by the cutting off of States and then by the cutting off of counties. In 1870 the Diocese of Springfield was established, and in 1872 the Diocese of Providence. In 1875 the Diocese of Boston was made an archiepiscopal see. The following dioceses now include all of Massachusetts : —

1. The Diocese of Springfield, including central and western Massachusetts.

2. The Diocese of Providence, including southeastern Massachusetts, with the State of Rhode Island.

3. The Archdiocese of Boston, including the counties of Essex, Middlesex, Suffolk, Norfolk and Plymouth (excepting the towns of Marion, Mattapoisett and Wareham).

The parochial schools of the Archdiocese of Boston are under the supervision of Rev. Louis S. Walsh. In his "Historical Sketch of the Catholic Parochial Schools in the Archdiocese of Boston and Chronological Statement of Schools" the salient facts in the development of these schools are concisely presented. It appears that while there were Catholic schools in some form among the Indians during colonial days, and perhaps for other persons, the first Catholic school on record was opened in Boston in 1820, and taught by the Ursuline Nuns. An interesting feature of the Catholic school movement was the establishment of private schools by schoolmasters from Ireland, and occasionally from France and Germany, on their own responsibility. In Lowell there was a time when Catholic schools, taught by Catholic teachers, were supported at public expense. In 1849 a more systematic movement was begun in Boston by the Sisters of Notre Dame of Namur, an order founded in France in 1803, with its motherhouse established at Namur in Belgium, in 1809. Its original purpose was "the instruction of poor children in religion and knowledge." This order ranks first in numbers among the religious teaching communities, having a novitiate and normal training school at Waltham, 3 academies and 22 parochial schools, in which girls and in some places primary boys are taught. In 1866 the Second Plenary Council of Baltimore urged all pastors, wherever possible, to establish Catholic schools. Down to 1873 it was the girls to whose education attention was chiefly directed. In that year the Sisters of St. Joseph, an order founded in France in 1650, began their labors in the Diocese of Boston for both boys and girls. They now teach in 8 parochial schools and in the "Daly Industrial Home for Girls" at Neponset. In 1899 they opened a school for the deaf at Jamaica Plain, of which an account is given elsewhere, in connection with other schools for the deaf.

The Third Plenary Council of Baltimore in 1884 again earnestly advised the establishment of church schools, with an equipment and training not inferior to the best public school standards. Since that year the growth of parochial schools has been rapid. In 1897 a supervisor of schools for the Archdiocese of Boston was first appointed, and it is because of his labors that valuable historical and statistical facts relative to the schools of the principal Massachusetts diocese are now available. Equally full information about the other Massachusetts dioceses is much to be desired.

The growth of the parochial schools since 1873 is apparent from such facts as these: that in 1873 there were in the Diocese of Boston but 11 schools for boys and 2 for girls, while in 1900 there were 65 for girls and 61 for boys; that in 1873 there was no high school, while in 1900 there were 10 high schools for boys and 25 for girls; that in 1873 there were but 6,000 pupils, while in 1900 there were over 38,000. How many parochial school pupils there were in all of Massachusetts in 1873 is not known; but if there were 6,000 in the Diocese of Boston at that time, there may have been from 7,000 to 8,000 in all, in which case the following statement would approximately answer for the private school status in 1873: —

PUPILS.	1872-1873.	1899-1900.	Percentage of increase.
Number in incorporated academies, .	7,573	7,146*	6*
Number in parochial schools, . .	7,500	61,570	821
Number in other private schools, . .	6,928	13,609	96
Population of the State, ...	1,457,352	2,805,346	92

* Decrease.

Statistics of the Parochial Schools for the Archdiocese of Boston. — The following statistics of parochial schools in the Archdiocese of Boston are for the school year of 1899–1900, like the public school returns of the present report: —

COUNTY.	City or town.	Parish.	Boys.	Girls.	Totals.	Name of community.	TEACHERS.			
							Sisters.	Brothers.	Laymen.	Laywomen.
Suffolk, . .	Boston, ...	Cathedral, ...	60	–	60	Lay, ...	–	–	–	3
Suffolk, . .	Boston, ...	St. James, ...	–	213	213	Sisters of Notre Dame, ...	6	–	–	–
Suffolk, . .	Boston, ...	St. Mary, ...	296	361	657	Sisters of Notre Dame and Lay, . . .	11	–	–	4
Suffolk, . .	Boston, ...	St. Stephen, ...	193	431	624	Sisters of Notre Dame and Lay, . . .	12	–	–	2
Suffolk, . .	Boston, Roxbury, . .	Our Lady of Perpetual Help,	644	738	1,382	School Sisters of Notre Dame, ...	24	–	1	–
Suffolk, . .	Boston, Roxbury, . .	St. Patrick, ...	–	705	705	Sisters of Charity, Halifax, ...	16	–	–	–
Suffolk, . .	Boston, Roxbury, . .	St. Joseph, ...	269	332	601	Sisters of Charity, Madison, ...	11	–	–	–
Suffolk, . .	Boston, Roxbury, . .	St. John, ...	200	179	379	Sisters of Charity, Madison, ...	7	–	–	–
Suffolk, . .	Boston, Jamaica Plain, .	St. Thomas, ...	234	303	537	Sisters of St. Joseph, ...	11	–	–	–
Suffolk, . .	Boston, Jamaica Plain, ,	Blessed Sacrament, . .	187	260	447	Sisters of Charity, Madison, ...	9	–	–	–
Suffolk, . .	Boston, Dorchester, .	St. Peter, ...	143	113	256	Sisters of Charity, Halifax, ...	6	–	–	–
Suffolk, . .	Boston, Charlestown, .	St. Francis de Sales, . .	447	506	953	Sisters of St. Dominic, ...	15	–	–	–
Suffolk, . .	Boston, South, . . .	Sts. Peter and Paul, . .	285	644	929	Sisters of Notre Dame and Lay, . . .	16	–	–	1
Suffolk, . .	Boston, South, . . .	St. Augustine, . . .	215	680	895	Sisters of Notre Dame, ...	16	–	–	–
Suffolk, . .	Boston, South, . . .	Gate of Heaven, . . .	–	559	559	Sisters of St. Joseph, ...	12	–	–	–
Suffolk, . .	Boston, East, . . .	Holy Redeemer, . . .	371	479	850	Sisters of Notre Dame and Brothers, . .	15	5	–	–
Suffolk, . .	Boston, East, . . .	Assumption, ...	520	477	997	Sisters of Notre Dame and Brothers, . .	13	7	–	–
Suffolk, . .	Boston, East, . . .	Sacred Heart, ...	362	517	879	Sisters of Notre Dame and Lay, . . .	11	–	–	4

Suffolk, . .	Boston, East, ...	Star of the Sea, . . .	258	263	521	Sisters of Mercy, ...	10	–	–	–
Suffolk, . .	Boston, ...	Holy Trinity, German, . .	105	125	230	Sisters of Notre Dame and Lay, . . .	7	–	1	–
Suffolk, . .	Boston, South, . . .	Holy Trinity, German, . .	44	45	89	Sisters of Notre Dame, ...	2	–	–	–
Suffolk, . .	Boston, Roxbury, . .	Holy Trinity, German, . .	124	133	257	Sisters of St. Francis, ...	6	–	–	–
Suffolk, . .	Chelsea, ...	St. Rose, ...	402	498	900	Sisters of Providence, ...	17	–	–	–
Middlesex, .	Arlington, ...	St. Malachy, ...	–	159	159	Sisters of St. Joseph, ...	6	–	–	–
Middlesex, .	Cambridge, ...	Annunciation, ...	730	782	1,512	Sisters of Notre Dame and Lay, . . .	20	–	1	7
Middlesex, .	Cambridge, ...	St. Paul, ...	341	362	703	Sisters of St. Joseph, ...	14	–	–	–
Middlesex, .	Cambridge, ...	Our Lady of Pity, . . .	50	50	100	Lay, ...	–	–	–	2
Middlesex, .	Lowell, ...	St. Patrick, ...	263	436	699	Sisters of Notre Dame and Lay, . . .	8	–	–	8
Middlesex, .	Lowell, ...	Immaculate Conception, .	232	275	507	Grey Nuns of the Cross, ...	9	–	–	–
Middlesex, .	Lowell, ...	St. Michael, ...	179	184	363	Sisters of St. Dominic, ...	7	–	–	–
Middlesex, .	Lowell, ...	Sacred Heart, ...	138	151	289	Sisters of St. Mary, ...	7	–	–	–
Middlesex, .	Lowell, ...	St. John Baptist, French, .	1,177	1,357	2,534	Grey Nuns of the Cross and Brothers, . .	18	17	–	1
Middlesex, .	Malden, ...	Immaculate Conception, .	532	570	1,102	School Sisters of Notre Dame, ...	18	–	–	–
Middlesex, .	Marlborough, ...	St. Mary, French, . . .	120	59	179	Sisters of St. Ann, ...	5	–	–	–
Middlesex, .	Newton, ...	Our Lady, ...	320	472	692	Sisters of Charity, Madison, ...	14	–	–	1
Middlesex, .	Somerville, ...	St. Joseph, ...	718	783	1,501	Sisters of Notre Dame and Brothers, . .	19	13	–	1
Middlesex, .	Waltham, ...	St. Mary, ...	475	572	1,047	Sisters of Notre Dame and Brothers, . .	16	7	–	2
Middlesex, .	Waltham, ...	St. Joseph, French, . .	40	60	100	Lay, ...	–	–	1	2
Middlesex, .	Watertown, ...	St. Patrick, ...	209	252	461	Sisters of St. Dominic, ...	12	–	–	–
Middlesex, .	Woburn, ...	St. John, ...	–	342	342	Sisters of Notre Dame, ...	9	–	–	–
Essex, . .	Amesbury, ...	St. Joseph, ...	254	262	516	Sisters of St. Joseph, ...	12	–	–	–

COUNTY.	City or town.	Parish.	Boys.	Girls.	Totals.	Name of community.	TEACHERS.			
							Sisters.	Brothers.	Laymen.	Laywomen.
Essex,	Gloucester,	St. Ann,	79	93	172	Sisters of Mercy,	5	–	–	–
Essex,	Haverhill,	St. James,	395	446	841	Sisters of St. Joseph,	17	–	–	–
Essex,	Haverhill,	St. Joseph, French,	355	356	711	Grey Nuns of the Cross and Brothers,	7	8	–	–
Essex,	Lawrence,	St. Mary,	520	616	1,136	Sisters of Notre Dame and Brothers,	20	6	–	–
Essex,	Lawrence,	St. Lawrence,	49	91	140	Sisters of Notre Dame,	3	–	–	–
Essex,	Lawrence,	St. Ann, French,	617	575	1,192	Sisters of Good Shepherd and Brothers,	9	9	–	–
Essex,	Lawrence,	Assumption, German,	24	32	56	Sisters of St. Dominic,	2	–	–	–
Essex,	Lynn,	St. Mary,	353	474	827	Sisters of Notre Dame and Brothers,	14	3	–	–
Essex,	Lynn,	St. Patrick (Mission),	106	222	328	Sisters of Notre Dame,	6	–	–	–
Essex,	Lynn,	St. Joseph,	215	216	421	Sisters of St. Joseph,	9	–	–	–
Essex,	Lynn,	St. John Baptist, French,	60	50	110	Lay,	–	–	1	1
Essex,	Newburyport,	Immaculate Conception,	355	350	705	Sisters of Charity, Nazareth,	16	–	–	–
Essex,	Peabody,	St. John,	119	330	449	Sisters of Notre Dame and Lay,	13	–	–	1
Essex,	Salem,	Immaculate Conception,	289	343	632	Sisters of Charity, Madison,	14	–	–	–
Essex,	Salem,	St. James,	–	293	293	Sisters of Notre Dame,	10	–	–	–
Essex,	Salem,	St. Joseph, French,	480	513	993	Grey Nuns, Montreal,	15	–	–	–
Plymouth,	Brockton,	St. Patrick,	224	318	542	Sisters of Charity, Nazareth,	12	–	–	–
Plymouth,	Brockton,	Sacred Heart, French,	48	40	88	Lay,	–	–	-	2

Norfolk, . .	Brookline, ...	Assumption, ...	48	150	198	Sisters of Notre Dame, ...	5	–	–	–
Norfolk, . .	Canton, ...	St. John, ...	140	125	265	School Sisters of Notre Dame, ...	9	–	–	1
Norfolk, . .	Franklin, ...	St. Mary, ...	114	125	239	Sisters of Charity, Emmetsburg, . . .	6	–	–	–
Norfolk, . .	Hyde Park, . . .	Precious Blood, . . .	433	448	881	Sisters of Charity, Nazareth, ...	17	–	–	–
Norfolk, . .	Stoughton, . . .	Immaculate Conception, .	110	124	234	Sisters of St. Joseph, ...	8	–	–	–
Totals, .	. . . . . .	. . . .	16,270	21,919	38,189	. . . .	664	75	5	42

The following statement classifies the teachers by communities, and gives the numbers and grades of pupils under their instruction : —

No. of schools.	No. of teachers.	NAME OF COMMUNITY.	BOYS.				GIRLS.				Grand totals.
			Primary.	Grammar.	High.	Totals.	Primary.	Grammar.	High.	Totals.	
22	252	Sisters of Notre Dame,	2,770	-	-	2,770	5,601	3,092	370	9,063	11,833
8	89	Sisters of St. Joseph,	966	565	18	1,549	1,548	862	21	2,431	3,980
5	55	Sisters of Charity, Madison,	871	375	19	1,265	925	477	84	1,486	2,751
3	45	Sisters of Charity, Nazareth,	680	327	5	1,012	708	389	19	1,116	2,128
2	22	Sisters of Charity, Halifax,	143	-	-	143	576	216	26	818	961
1	6	Sisters of Charity, Emmetsburg,	67	47	-	114	67	85	-	125	239
3	51	School Sisters of Notre Dame,	909	407	-	1,135	931	502	-	1,433	2,749
3	34	Sisters of St. Dominic,	554	278	3	836	589	340	13	942	1,777
3	34	Grey Nuns of the Cross,	301	89	-	390	1,255	583	-	1,838	2,228
2	15	Sisters of Mercy,	227	108	2	337	218	134	4	356	693
1	15	Grey Nuns of Montreal,	430	50	-	480	425	88	-	513	993
1	17	Sisters of Providence,	293	104	5	402	348	145	5	498	900
1	7	Sisters of Mary,	101	37	-	138	110	41	-	151	289
1	9	Sisters of Good Shepherd,	157	-	-	157	446	129	-	575	732
1	5	Sisters of St. Ann,	93	27	-	120	59	-	-	59	179

1	6	Sisters of St. Francis, German,	64	60	-	124	66	67	-	133	257
1	2	Sisters of St. Dominic, German,	24	-	-	24	32	-	-	32	56
4	31	Xaverian Brothers,	376	782	29	1,197	-	-	-	-	1,197
2	10	Brothers of the Christian Schools,	-	371	27	398	-	-	-	-	398
2	26	Marist Brothers,	930	549	-	1,479	-	-	-	-	1,479
1	8	Sacred Heart Brothers,	253	102	-	355	-	-	-	-	355
6	47	Lay (a few in ten others),	1,003	662	-	1,656	350	-	-	350	2,015
74	786	Totals,	11,222	5,490	108	16,270	14,254	7,123	542	21,919	38,189

The distribution of the boys and girls among the several grades is as follows: —

		Boys.	Girls.	Totals.
Ungraded,		532	595	1,127
Kindergarten,		1,185	1,578	2,763
Primary,	1st grade,	3,192	3,657	6,849
	2d grade,	2,427	2,848	5,275
	3d grade,	2,157	3,392	5,549
	4th grade,	1,729	2,184	3,913
Grammar,	5th grade,	1,411	2,124	3,535
	6th grade,	1,224	1,783	3,007
	7th grade,	1,034	1,456	2,490
	8th grade,	734	998	1,732
	9th grade,	537	762	1,299
High school,	1st grade,	56	232	288
	2d grade,	39	173	212
	3d grade,	13	137	150
Totals,		16,270	21,919	38,189

The different classes of schools, with the numbers of teachers assigned to each class and of pupils belonging to each class, are summarized as follows: —

SCHOOLS.	For boys.	For girls.
High,	10	25
Grammar,	42	55
Primary,	61	65
Totals,	113	145

TEACHERS.	Primary.	Grammar.	High.	Superior.	Totals.
Sisters,	349	237	34	44	664
Brothers,	29	36	4	6	75
Laymen,	3	1	1	1	6
Laywomen,	23	16	2	–	41
Totals,	404	290	41	51	786

PUPILS.	Boys.	Girls.	Totals.
High,	108	542	650
Grammar,	4,940	7,123	12,063
Primary,	11,222	14,254	25,476
Totals,	16,270	21,919	38,189

If to the parochial pupils in the Archdiocese of Boston, numbering 38,189, there are added those of the Diocese of Springfield, numbering 16,381, and those of the Massachusetts portion of the Diocese of Providence, estimated at 7,000, the total for all of Massachusetts is 61,570.

Effect of the Parochial Schools on the Expense of Public Schools. — The report of the supervisor for the Archdiocese of Boston estimates "that for all the children now educated in the Catholic parochial schools of Massachusetts, 61,570, it would cost in annual expenses the sum of $1,530,725, and require an investment in school property of $9,235,500. The interest on this last amount at 4 per cent. would be annually $369,420, which would increase the total annual expense to the great figure of nearly $2,000,000 saved each year to the cities and towns of Massachusetts, at this hour, by the Catholic parochial schools."

The Eighteenth Amendment and the Academy. — The eighteenth amendment of the State constitution, adopted in 1855, applies to all private schools. It has stood repeatedly in the way of towns that have desired to appropriate public money to private academies established within their borders. It is to be feared, however, that here and there a case may be found where a town, under the temptation of local convenience and without expectation of legal protest, appropriates or expends public money in violation of the amendment. When towns have inquired whether the State would make good to them, under the high school tuition reimbursement law, such payments as they might make to private academies, the Board, under advice from the Attorney-General, has always said "No." Several academies have been placed by their trustees under the full order and superintendence of the school committee that they may serve as public high schools and receive the benefits of such status. The academy tuition law, enacted in 1895, was shown by the Attorney-General, in response to a legislative inquiry, to be in violation of the eighteenth amendment, and therefore was omitted in the recent revision of the statutes. Partly because of the amendment, in cutting off that hope of public aid which the academy once cherished in view of its quasi-public character, and partly because of the rise of the public high school, the academy, although represented to-day by some very strong and flourishing institutions, is, nevertheless, in the number of its patrons, relatively if not absolutely declining. If the aggregate burden of maintaining the parochial system is the greater because of its extent, the magnitude of the individual burden in maintaining the academy or other private school is frequently the greater by as much as tuition abroad costs more than schooling at home. Indeed, there are no more serious burdens borne than those of ambitious rural families with scant means whose children are sent away for a grade of schooling not to be found at home. But always, whether it is the public school or the private upon which the parent's choice falls, the State is deeply concerned that such choice shall never fall upon other than an excellent school.

Nativity of Massachusetts School Children.

Scholars in Public and Private Schools and their Descent. — The following tabular view, taken from Vol. VII., recently issued, of the census of Massachusetts for 1895, shows what proportions of scholars were in the public and the private schools May 1 of that year, as well as what proportions of them were of native and of foreign birth. The term "scholars" in the statement refers in general to persons under eighteen years of age, older persons attending school being generally in academies, seminaries and colleges, and so assigned to a class designated as "students." These students, numbering 17,109 in 1895 for the State, are not included in the statement. Returns made to the Board of Education are of enrolments for the school year, and include all scholars thus enrolled, whether they are over eighteen or under. Hence the Board returns should exceed the State census returns in comparisons for the same year.

THE STATE AND KIND OF SCHOOL.	SCHOLARS.							
	NUMBERS.				PERCENTAGES.			
	Native born, native descent.	Native born, foreign descent.	Foreign born.	Totals.	Native born, native descent.	Native born, foreign descent.	Foreign born.	Totals.
The State,	206,013	168,725	47,052	421,790	48.84	40.00	11.16	100.00
Public schools,	191,039	139,900	38,229	369,168	45.29	33.17	9.07	87.53
Private schools,	14,974	28,825	8,823	52,622	3.55	6.83	2.09	12.47
The cities,	116,210	121,573	36,137	273,920	42.43	44.38	13.19	100.00
Public schools,	105,172	96,996	28,352	230,520	38.40	35.41	10.35	84.16
Private schools,	11,038	24,577	7,785	43,400	4.03	8.97	2.84	15.84
The towns,	89,803	47,152	10,915	147,870	60.73	31.89	7.38	100.00
Public schools,	85,867	42,904	9,877	138,648	58.07	29.01	6.68	93.76
Private schools,	3,936	4,248	1,038	9,222	2.66	2.88	0.70	6.24

Native born children of foreign descent are defined as those whose parents, one or both, are foreign born. Native born children of native descent are defined as those whose parents are of native descent. It does not follow, therefore, that the native born children of native descent are of what is sometimes called the old New England stock, since in many cases they are descended from foreign born grandparents.

The foregoing statement shows that, in the State as a whole, the majority of all the school children (51.16 per cent.) are either foreign born or of foreign descent, that in the cities a still greater majority (57.57 per cent.) are either foreign born or of foreign descent, and that it is in the towns only that the native born children of native descent predominate (60.73 per cent.).

THE CITIES AND KIND OF SCHOOL.	PERCENTAGES OF SCHOLARS.			
	Native born, native descent.	Native born, foreign descent.	Foreign born.	All scholars.
Boston,	38.30	48.94	12.76	100.00
Public schools,	34.04	41.55	11.72	87.31
Private schools,	4.26	7.39	1.04	12.69
Worcester,	42.09	46.27	11.64	100.00
Public schools,	38.00	38.41	9.96	86.37
Private schools,	4.09	7.86	1.68	13.63
Fall River,	23.86	52.61	23.53	100.00
Public schools,	21.69	40.49	15.70	77.88
Private schools,	2.17	12.12	7.83	22.12
Lowell,	33.90	46.91	19.19	100.00
Public schools,	29.99	33.80	10.48	74.27
Private schools,	3.91	13.11	8.71	25.73
Cambridge,	40.62	47.49	11.89	100.00
Public schools,	35.52	38.99	10.36	84.87
Private schools,	5.10	8.50	1.53	15.13
Lynn,	56.77	32.87	10.36	100.00
Public schools,	55.70	30.93	9.73	96.36
Private schools,	1.07	1.94	0.63	3.64
New Bedford,	37.99	39.48	22.53	100.00
Public schools,	32.54	26.94	13.19	72.67
Private schools,	5.45	12.54	9.34	27.33

THE CITIES AND KIND OF SCHOOL.	PERCENTAGES OF SCHOLARS.			
	Native born, native descent.	Native born, foreign descent.	Foreign born.	All scholars.
Somerville,	50.12	39.60	10.28	100.00
Public schools,	47.51	30.47	9.10	87.08
Private schools,	2.61	9.13	1.18	12.92
Lawrence,	27.87	54.41	17.72	100.00
Public schools,	23.60	39.04	10.78	73.42
Private schools,	4.27	15.37	6.94	26.58
Springfield,	55.55	35.99	8.46	100.00
Public schools,	51.13	28.09	7.05	86.27
Private schools,	4.42	7.90	1.41	13.73

In all the foregoing cities, except Lynn, Somerville and Springfield, the great majority of the public school children, and in all of them without exception a still larger proportion of the private school children, are either foreign born or of immediate foreign descent.

Transforming Influence of the Schools. — These descent statistics impressively show to how large an extent children of foreign birth or parentage engage the educational energies of Massachusetts. The schools are severely taxed by the problems that come to them from other lands; but they are grappling with these problems bravely, and the transforming influences which, on the whole, they are exerting, are beneficent and gratifying. Foreign children are generally docile, and their parents generally eager to have them well schooled. Cases of self-sacrifice for the children's sake are numerous and pathetic. The progress of the children never ceases to be a source of parental pride. To those who have watched successive generations of these children moving through the schools, there is no more familiar fact than their steady ascent to higher planes than their parents were permitted to occupy. Children of foreign birth do not generally get through the grammar schools; their children work more freely into the high schools; and their grandchildren, admitted at last to the class of native born children of native descent, begin in sentiments, ambitions, plans of study and of work, though not in name, to be indistinguishable from that older New England stock which, in its turn, was either foreign born or of foreign descent. No more common remark is heard from the parents of these children — let it be noted to their undying credit — than this: "I lacked these school advantages in my youth, but, whatever befalls me, my children shall enjoy them." This is the bright side, the dominant tone, and gives the good citizen faith in the power of the schools to cope with its foreign problems and in the consequent welfare of the republic.

A Dark Spot in the Brightness. — A dark spot in the general brightness is this, that in our midst, particularly in the more congested parts of our population, there are considerable numbers of disorderly, reckless youths who are the terror of their neighborhood and the despair of public officers. They are conspicuous in public disturbances and prone to minor transgressions. Their trend is towards the house of correction rather than towards good citizenship. It will be found in general that, if they have not escaped the schools altogether, their schooling has been of the most meagre sort, and probably unfitted, what there was of it, to their refractory natures. The world has never been without these discordant beings; it may be that it can never rid itself of them, that they are the inseparable accompaniments of that great natural process under which the physically, mentally and morally sound are forever rising to the top and leaving the dregs behind. But it is none the less the duty of good people to face the problem and attempt its solution. Here, as in so many other cases, it is the ounce of prevention that pays best. A system that should differentiate from their fellows the more incorrigible children, — those that are constitutionally and hopelessly averse to training of a bookish and sedentary sort, and are constantly breaking away from the restraints under which they chafe, — and that should subject them, under teachers specially chosen for their moral strength in dealing with such cases, to the discipline of handwork as well as of headwork, might save many of this class, to say nothing of the relief afforded to schools unduly obstructed by their presence. The more successful, indeed, the utilization of the manual idea in the general system, the less the need of such special differentiation. Still, in a large city the organization of special schools for special classes of problems, just as here and there a city establishes a school for the training of the feeble-minded or the deaf, is worthy of earnest consideration.

New Legislation. — The recent revision of the school laws naturally gives rise to the feeling that they should be disturbed as little as possible. School conditions are constantly changing, however, and it is inevitable that corresponding modifications of legislation shall reflect the more important of these changes. But there is always present the duty of towns to adjust themselves better to existing requirements, — a duty exacting enough to tax their fullest thought, if no new obligations are thrust upon them. Many of the smaller towns in particular are absorbed at present in meeting the new superintendency requirements.

The following matters merit legislative attention : —

1. A manual of the school laws, with suitable annotations and references.

The manual of 1892 is now obsolete. The expense, though small, is too large to come out of the ordinary appropriation for the secretary's office.

2. The applications of certain towns for authority to form district superintendencies which cannot be formed under the general laws.

The new superintendency law goes into effect July 1, 1902. Whether all the towns can manage to effect unions in the voluntary way permitted by the statutes is a question. It is probably wise to let the voluntary system work itself out as far as it can, the Legislature helping the formation of districts by special acts in cases that ask for such aid. Should the sequel show that it is impossible for all the towns to effect unions, provision might be made next year for such rearrangements as will complete the districting of the State. Such readjustment should respect existing unions so far as practicable, changes being made only where the unions are obviously inconvenient, or block the admission to unions of "stranded towns."

3. Further assistance to small towns.

The benefits enjoyed by the small towns under the State's policy of increasing the salaries of their approved teachers and of reimbursing to them their payments for tuition in the high school towns are greatly appreciated. And other towns, not quite so low in valuation or scant in population, but equally hard pressed by the increased stringency of the State's requirements, and equally needy, are inquiring whether they too are not rightfully entitled to similar consideration.

In the case of teachers' salaries, the State's policy of aid is limited to towns under a valuation of $350,000 each, and to salaries under $10 per week. The limit of $350,000 is an arbitrary one. It might be raised a little with profit to additional towns and with but slight expense to the State. This particular form of aid reaches only the low-salaried towns. "High-salaried" towns (towns paying over $10 per week), whatever the limit adopted, would receive no aid.

In the case of the State's policy of aid on account of high school instruction, it should be understood that the State ever since 1826 has kept the limit at five hundred families below which towns should not be required to maintain high schools. The reasoning was that towns with a less number of families hardly had the population or the means to justify the State in imposing high school requirements upon them, although it was freely admitted that the smaller towns would be benefited by high schools. The State had not risen in 1826 — it did not rise until 1891 — to the conception that it had itself a duty to discharge for secondary education in the small towns. In 1891 it ordered that thereafter free high school tuition should be the legal right of every properly qualified child in the Commonwealth. If a town had no high school of its own, it should pay for tuition in some outside high school. This was a sweeping requirement and for many towns an oppressive one. The obligation to aid the towns thus burdened now came into being and was recognized by the State. Hence the State's policy of reimbursing towns under $500,000 and without high schools of their own for their high school tuition payments. Thus, while the high school requirement of 1891 extended to all towns under five hundred families, some 180 in number, the high school aid granted first in 1894 extended only to towns under $500,000, some 80 in number. From this situation several propositions have already sprung for further high school aid to the small towns. To keep its policy consistent, the State, if it deems it too exacting to require a town under five hundred families to maintain a high school, but nevertheless puts upon it high school requirements, should extend to such town some measure of assistance. Such assistance should include the home high school, as well as the sending of children to high schools abroad. The drawing of a line above which there shall be no aid, but below which aid may be granted, can never be quite free from objections; but a line over three quarters of a century old, and quite universally accepted during all that time, is a pretty safe one to stand by.

The suggestions of this paragraph involve far less expenditure of money than one would suppose from the number of towns involved.

4. The school vaccination law.

Vaccination exemption certificates are frequently given by physicians who claim that no child is a fit subject for vaccination. Holding that view, they see no reason for the personal examination of those who seek exemption. The letter of the law seems to require that school committees shall accept such certificates. The spirit of the law, however, cannot be respected unless committees decline to accept them. Either course means a series of difficulties. Without considering here the merits or demerits of the State's policy, it is fair to ask that, whatever its intent, it shall be so clearly defined as to relieve school committees from their present embarrassment in interpreting and enforcing it.

Conclusion.

Hasty School Generalizations. — The school system of Massachusetts is on a large scale. It involves half a million children, an army of teachers, and grave, varied and delicate duties for the school authorities. There are opportunities for the widest extremes of management and results. The work of the schools is done in the bright light of great publicity. The attainments of children are constantly coming under the inspection of their parents, — some of them uneducated and, perhaps, pleased with a showing which they do not know to be mediocre; others of them educated, and, it may be, not always satisfied with a showing that is creditable. The majority of people do not fully grasp the underlying thought of what is sometimes called the new education, or else, unfortunately, they judge it by sorry expressions of it. Nothing is more unjust and yet more common than to base mighty conclusions on narrow premises. One needs a broad outlook, a grasp of the entire situation, in order to say of the system as a whole that it is doing inferior, indifferent or admirable work. There are children, for example, who do not read well, spell well, cipher well, — a mortification to the schools and a disappointment to their parents; and yet the children as a whole, not because of any superiority as children, but because of improved methods, are reading, spelling, ciphering much better than they used to. There are children who do not behave well, so that some of their teachers long for a return to the rod; and yet the discipline of the schools, on the whole, is unquestionably superior to what it once was. These are times for the earnest discussion of school questions, — a bright sign; but earnestness sometimes loses its balance and passes over into anger, whereupon one's judgment fails and one's conclusions become unsound. But he would prove a poor general who should judge the progress of the battle by incidental setbacks rather than by the general advance. The intelligent observer cannot fail to note that school buildings are improving, school sanitation is gaining, and material conditions in general growing better for the children; that teachers are becoming better fitted for their work, and resorting to more intelligent and interesting methods of instruction; that the underlying ideas of sound schooling are taking a stronger hold of the school authorities; and that there was never a keener public interest in the welfare of the schools than at present. He will be fair enough to admit, however, that the schools have to receive each year a new contingent, that annually the schools have to go back to the beginning and build up again, and that not infrequently they find the new material more discouraging than the old. If the new pupils were always the children of those previously schooled, there might be such a thing as a steady annual gain in the capacity of successive classes to profit by instruction. Indeed, it is probable that the children of to-day are more generally and easily teachable than those of a generation ago. But the general situation is that of an improving system annually running up against the old, knotty, defiant problems of new classes of pupils. The teacher who has dealt with a score of these classes risks losing his power of just comparison. Growing himself with each revolving year, the gulf widens between him and each successive class, and, not sufficiently discounting his own advance, he concludes that poorer and poorer material is coming to him from below. And at times he is right about it, but oftener he is not. The general decline of the teacher's faith in the capacity, integrity, honor of his pupils is a serious matter, even if there is occasion for it; but if such decline is due to rash or false generalizations, it becomes a question whether it does not quite unfit the teacher for continued service. He who would develop high qualities in his pupils must respect the germs of such qualities, be they never so unpromising.

But with absolutely correct generalizations, we cannot escape the conviction that difficulties are always to accompany the school. Its mission is with difficulties. When they are overcome, what need is there further for the school? But with the closing of the school, with the rest from endeavor, there would come cessation of growth. And so the dilemma is an ever-present one, — the obligation to attain satisfactory school conditions on the one hand, and the danger that comes from such attainment on the other. Could we conceive of such attainment, no more resistances to overcome, no more goals to make, we should long for a hazard or two, as in golf, to give zest to the game; for it takes obstacles, after all, to bring out the sturdier and finer qualities of a school, as of an individual, even though in the process unlovelier ones are exhibited as well.

Ideal of Knowledge. — There is an evolution of educational ideals, as of everything else. And so it becomes us frequently to inquire just what foundation notions are affecting for better or for worse the conduct of the schools. One of these ideals leads people to inquire what sort of learning one should have to be a person of attainments. And so they are persuaded to consider the great departments of knowledge, — language, science, history, mathematics, expression, to decide how much of each one can master in schooling of a given length, to divide this part into smaller portions that may be compassed in a term or at a sitting, and so on. This may be called the knowledge or information or subject-matter theory of education.

Ideal of Discipline. — Again, there are some — a much smaller number — who look upon the child as an aggregate of so many capacities and possibilities, and inquire what shall be done to train the senses, to strengthen the memory, to develop judgment and reason, to kindle the æsthetic sense, to awaken and refine the moral nature. Let a scheme of education be devised, they say, to fit this aggregate of powers. This may be called the discipline theory of education. Under the knowledge theory, chief stress is placed upon the content of what is studied; under the discipline theory, upon the faculties of the mind as they are set down in psychology. Under the former theory, it is assumed that the mind will take care of itself if it is kept busy with a well thought out scheme of subjects to be studied; under the latter, it is assumed that it makes little difference what one studies, provided only the faculties are exploited.

Ideal of Development. — Now, neither of these ideas is fatally defective. The mind will thrive after a fashion if you give it no thought, but keep it intent upon a theme. It will also thrive after a fashion if you give it all thought, regardless of the theme. Nay, the mind is so plastic and adaptable a thing that it is destined to grow, anyway.

The ideal, however, that shapes the modern school movement in its best expression is one that saves what is of worth in the knowledge and the discipline theories, but avoids their break with the child; it is the ideal of individual development. Here the themes to be studied, the methods to be followed, the limitations to be respected, all the details of schooling, are determined, not by considerations of subject-matter apart from the child, or of powers that mythical average or superior pupils are supposed to possess, but by study of actual flesh-and-blood children, just as they turn up in school. This does not mean that the child dictates while the philosopher stands aside, but simply this, — that it is impossible to school a child at all without literally connecting this schooling with what he is, knows, thinks, feels, does. And the necessary connection is a closer and deeper one than people commonly suppose. Professor James puts it admirably when he says that the essence of education consists in "taking the natural reactions, the things the child does on impulse and spontaneously, and knitting them to new consequences. Thus the child is furnished with new ideas. Once he responded to a stimulus; now he responds to what has been associated with that stimulus. The domination of the senses has given away to that of ideas. He ceases to be a waif of impulse, he has become a creature of deliberation, — that is, he has been educated. And the length and width and height and depth of his education, — it all turns on the length and width and height and depth of the ideas that have been welded to his primary impulses."

Now, this is the view held with scarcely an exception by the world's educational leaders; it is the teaching of all psychology; it squares with common sense. All our educational maxims spring from it, — that we should proceed from the known to the unknown; that ideas should be correlated in mutual support; that interest is essential to progress; that one might as well teach to the winds as apart from what are learnedly called the child's apperceptive centres; and so through a long list. The knowledge theory, the discipline theory, any theory that yields results at all, yields them simply and solely because to that extent it respects the development idea.

It is this ideal that incites to child study in order to determine the foundations from which the child's schooling should rise; that encourages and directs self-activity in the child, because in this way such foundations as he has are likely to be utilized; that favors laboratory, manual training and other methods of specific active doing, because these lend themselves so happily to the indispensable welding of new ideas to old ones; that recognizes the dependence of mental growth on physical, and the profound significance of this dependence; that attaches more consequence to the dynamic power of a few large, well-fixed and persistently retained principles, than to a thousand minor and unrelated facts; and that presses for enrichment in the school life, not that new hosts of discouraging facts shall be required of the children, but that their minds shall early feel the thrill of some of the larger thoughts. Indeed, there is no end of fruitful corollaries from this prolific ideal. Educational literature overflows with them. From this ideal issues every reform in education. It holds the foreground against all the rest. It demands scholarship and high personality in the teacher. It makes professional study a necessity.

Conflict between the Knowledge Ideal and the Development. — But the child's mind is not so easily entered as a house with doors, not so easily read as the pages of a text-book; there is something of darkness or mystery that forever invests it. Moreover, there are forty or fifty of these partial mysteries for the teacher to care for. They range in their visible differences from the genius to the feeble-minded; in their invisible differences from what to what only omniscience knows. It is all very well to hold as a theory that the school shall make close fits with these minds; but for the schools to do this in the face of diversities so multitudinous, and do it largely in the dark, — that is beyond attainment. Is the development ideal, therefore, a theme for speculations and platitudes only? Is it worthless for working plans? Not at all. Its supreme service lies in its healthful corrective influence upon such other ideas or notions as in fact shape instruction in our schools. It is right here that conflicts arise. The old knowledge ideal is entrenched, tenacious, resistant; it must be respected, though children fall by the way; nay, it is forever expanding. Moreover, it is not only a tendency, it is often an accomplished fact in the schools, that suggestions in entire sympathy with the development ideal are transformed into additional information burdens, — the weapons of a noble ideal captured, as it were, and turned against itself. It is undoubtedly through such misinterpretation of its spirit that the so-called new education, whose aim is so to adjust schooling to individual minds as to increase its efficiency for the more capable and secure a just measure of efficiency for the less, sometimes adds to the difficulties it would reduce. There are many illustrations of this, but one shall suffice.

Nature Study under the Development Ideal. — There is nature study, for example, in the elementary schools. The development ideal suggests that here is a magnificent field for children to work in, accessible at the seaside, among the mountains, in the city, in the country, in seedtime and harvest, always attractive, and full of challenges to closer acquaintance. Why not utilize in fuller measure the child's interest in nature, lead him to more acute observation of her facts and to a freer use of them in expression, put him on the trail of some of her wondrous thoughts, and quicken his soul in her stimulating presence? May not this be done in non-bookish, personal, active, natural, outdoor ways? The great thoughts of nature little children may grasp, or at least the germs of them. If children are in the country, they may come, for instance, to know the white pine. With hints from the teacher — he needs, therefore, generous scholarship, as well as a knowledge of child nature — they may look for baby pines in the pine forest shade, and find none; look again for them in sunny openings or on sunny borders, and find them everywhere; see tall pines in the mass and short ones in the open; dead limbs of the pine in the gloom and living limbs in the light; and in time the thought comes to them that sunshine means life and its absence death for the beautiful pine. Then come interesting things by troops. Are there any young trees starting in the forest shade? Go there, and find out. There is health in the going, as well as an object to be gained. Bring samples to the school, and learn what they are. And so it becomes clear that some trees will grow in the forest shade, even if the pine does not. Now, suppose the pines of a forest are all cut down. What trees will take their places? Work of this sort cannot be carried far before the germ of a great thought — the basis of much in the science of forestry — sprouts in the child's mind and spreads its living branches there. This germ well under way, start another. Thus nature expands for the child, and the child grows in her presence; they become friends. It is a companionship that favors academic acquisition, indeed, but its delights hinge more on the method and the quality of that acquisition than on its quantity. Surely the main thing here is a teacher fond of nature, and competent to take the children to her. Much can be done even without a set programme of themes and times. Now, nature study in some such spirit as this is not an overtax for children, but a recreation. The burden is for the teacher who cannot direct it.

Nature Study under the Information Ideal. — Now, note what dangers threaten, what sorrows come, when nature study falls under the domination of the information ideal. There is the assembling of its materials by the bookmakers, — something about the beasts of the forest, the birds of the air, the fish of the sea, the flowers of the field; something about metals and minerals and precious stones, the clouds that form and the winds that blow; something about the sun and moon and stars; something about the elemental forces that find expression in nature's infinite activities; and so on, with bounds impossible for people to agree upon. Then times are set when such things can best be studied, — unfolding buds in the spring and falling leaves in the autumn. Then come special directors, to secure unity and wisdom in the instruction. Associations of nature teachers spring up for comparison of views and the utilization of one another's experience; and summer schools for the widening and deepening of knowledge; and a literature that helps on the movement as it is helped by it. And so this admirable theme takes on vast proportions. Now, this is all right, it is something to rejoice over, so far as it enlarges the resources of the nature teacher by giving a wider range for choice and adjustment; but it is all wrong so far as it issues in schemes that can be handled only in bookish indoor and memory ways, — schemes that break at a hundred points with what children are and know and care for. Indeed, schemes of nature study carefully outlined, from the development point of view are in constant danger of being administered from the information point of view; so much easier is it for the average teacher under the strain of school to tell than to teach, to inform than to develop, to direct children to learn things than to guide them to do things.

How the Schools are Unduly Pressed. — It is not an easy matter to make clear, — the wide difference between making nature study minister to the child, and subordinating, if not sacrificing, the child to nature study; between the development use of nature's wealth and the mere information use of it. But the information ideal tends to work in the same way with geography, history, physiology and the several subjects required or permissible by law, each of them important, each with its endless vistas, each with its guilds and shining exponents, each crowding the rest not in malice but through exuberant life. The aggregate pressure becomes at times oppressive and discouraging; it is the pressure of a crowd, its units irresponsible, but it crushes all the same. And sometimes people are led to the wild length of saying: "Away with the music, the drawing, the manual training; away with the nature study and the elements of science, the frills and the fads of the theorists; let us return to the simplicity of the fathers!" Such imagined remedies are not remedies at all; they mean retrogression; they involve abandonment of some of the finest things in education.

True Relief for the Schools. — The trouble is not to be met in this inconsiderate way. Here are two conceptions of dealing with children striving for the mastery. The conceptions should be friends; deep down they are friends; but the premature substitution of the information conception for the development or the perversion of the development conception by the information is bad for both. Right development brings attainment at the last, if it is to come at all, and both are saved; but the premature pressure for attainment stunts development, and both suffer. The true relief is found in a better grasp of the development ideal by teachers and the school authorities; in a wider scholarship and culture for teachers; in schemes of study that involve, for pupils, less of quantity and more of activity, concentration, drill and reflection; less of isolated and unrelated facts, and more of the sort of work that unlocks underlying principles; less of teachers' talking, and more of pupils' working. Not that perfect adjustment to child conditions and needs can be realized; that is as elusive as the pot of gold at the foot of the rainbow. Not that perfect adjustment is even desirable. But the spirit of the school to effect such adjustment, notwithstanding the obstacles that it must forever encounter, is a spirit that makes for the welfare of the individual and of the democracy to which he belongs, and, at the last, even for scholarship; and it makes for these things in a high and precious sense that seems to be quite unknown to schools that are dominated by merely scholastic ideals. It is in this spirit that our better schools are now working, and the entire system is feeling the gracious uplift.

Policies that should characterize Public School Education. — The National Educational Association at its Detroit meeting in 1901 made a declaration of certain principles that should be respected in public school education. They were fourteen in number, of which the last twelve are the following: —

1. The public school should be the centre of the educational life of the community in which it is located. Especially should this be true in rural districts. Here should be found the public library for the use of all; here the educational extension courses should draw the old and the young; here may literary and social meetings be held which will tend to uplift the mental, social and spiritual life of the people. Freed from the ravenous influence of partisan politics, untouched by the narrowness of rigid sectarianism, the public school should become the real centre of the broader intellectual life, the educator of men and women beyond the school age, as well as the guide of childhood and youth.

2. The subjects that may properly be taught in elementary schools include those that bear upon the ethical, physical and æsthetic nature of the child, as well as its purely intellectual nature. Sober, industrious, intelligent, honest, cultured citizenship should be the result of public school training in the United States.

3. Our system of education will not be wholly free until every grade of school, from the kindergarten to and including the university, shall be open to every boy and girl of our country.

4. The liberality of men of wealth in making large donations to institutions of learning is to be strongly commended and encouraged. At the same time, it should be borne in mind that popular education rests upon the people, and should look to them for its chief support and control. The relation between State and local support should be so adjusted that communities will maintain a deep and abiding interest in their schools.

5. The public school system of a State should be a unit from the kindergarten to and including the university, and all private institutions should endeavor to work in harmony with the ideals of public education, so far as their special purpose will permit them. In order

that public and private institutions of learning may more fully coöperate in the general work of education, the relation between these institutions should be more clearly defined than it is at the present time.

6. Legislation with respect to public education must not wait for public sentiment. It should lead public sentiment, when necessary. Experience teaches that what people are compelled by law to do with respect to schools, they readily learn to do without compulsion, but that they usually are slow to demand reforms which involve increased taxation. School legislation should therefore be under the general direction of educational experts.

7. The National Educational Association recognizes the principle that the child has the same right to be protected by law from ignorance as from abuse, neglect and hunger; and it therefore records with approval that many of the leading States of the Union have compulsory education laws upon their statute books.

8. While many cities have at least partly solved the problem of school supervision, in most rural communities the problem is almost wholly unsolved. Close, constant, expert supervision of schools in both city and country is imperatively demanded, not only on account of the large financial interests involved, but also on account of the supreme importance of the teachers' work, and the lack of well-rounded preparation on the part of many teachers.

9. The National Educational Association watches with deep interest the solution of the problem of consolidating rural schools and transporting pupils at public expense, now attempted in many of our leading States. We believe that this movement will lead to the establishment of township and county high schools, and thus bring more advanced education to rural communities. We also believe that supplementary State support of rural high schools is in the highest interest of the entire State.

10. The State should support and control institutions whose object is the preparation of teachers for the public schools. Normal schools free to persons preparing to teach are an absolute necessity in a perfected system of education.

11. No one should be placed in charge of a school who has not been previously trained for the work of teaching. The plan of issuing teachers' certificates of low grade year after year is at best a makeshift, and should be discontinued whenever the State is sufficiently advanced in education to warrant its discontinuance. There should be a limit to the length of time a person can serve as an apprentice in the vocation of teaching.

12. We believe that the standards for school architecture, including the proper seating, heating, lighting, ventilation and ornamentation of school buildings, should be as definite as the standards for teaching. The law should fix the dimensions and all other requirements of school buildings, as well as the size and character of school grounds.

Of the foregoing policies, the first is attracting attention in Massachusetts, but is yet in its infancy. The second is an ideal fully recognized in our statutes, and generally in our practice. As to the third, it cannot be said that the kindergarten and the university, with all intermediate grades, are wholly free and open to every boy and girl. The public kindergarten is a growing but is not a general feature of our system. The university is private. The fourth policy, that popular education should rest upon the people, that is, upon the several towns and cities, is carried further in Massachusetts than anywhere else in the Union. Indeed, the State's contribution to the popular education it exacts does not keep pace with its exactions. The liberality of men of wealth in making donations to public libraries and to institutions of learning, public and private, is gratefully appreciated by our people. The unit commended in the fifth policy is not attainable in Massachusetts. The difference between our policy and that of many a western State at this point is due more to the conditions under which these policies started than to any deliberate Massachusetts resolve that public education should never go beyond the high school. Massachusetts congratulates Michigan, for example, on her free State university, and yet feels bound to respect the private character of her own university development. As to the sixth policy, that of legislating in advance of public sentiment, our educational history indicates that public sentiment crystallizes first, and legislation follows after, — frequently a long way after. Our best sentiment may be said to be always in advance of law, but there is an inferior sentiment that needs to feel its pressure. Massachusetts stands as firmly in practice for the seventh policy as the National Association in precept. There is room for improvement in enforcing the policy, but hardly any in the statutory expression of it. As to the eighth, ninth and tenth policies, Massachusetts is conspicuously and successfully in the lead. Supervision by superintendents of schools has been made universal, and our rural system of superintendencies is the most effective that educational skill has yet succeeded in devising. Our conveyance policy is solving hosts of rural school problems. Our normal schools offer free tuition; and as to qualifications for admission, there are no State systems that have yet adopted standards so high and so satisfactory. The eleventh policy has not yet been adopted in Massachusetts. Just now we are relying on our normal schools and colleges to give us trained teachers, and on our superintendents, reinforced by public sentiment, to demand such teachers for the schools. When Massachusetts takes up the subject of State certificates, it should do it in a way to command respect. As to the last policy commended by the National Association, our laws for the inspection of public buildings are working great improvements in school construction and sanitation, and public sentiment is giving more attention to the æsthetic aspects of school conditions. In what is here said there is no thought of suggesting that everything done under the several policies enumerated as adopted in part or in full by Massachusetts is wholly satisfactory; but it is gratifying to reflect that so many of the principles deliberately and authoritatively commended by the best educational thought of the Union also commend themselves to the good people of our beloved Commonwealth.

FRANK A. HILL,
Secretary of the Board.

FINANCIAL STATEMENTS.

MASSACHUSETTS SCHOOL FUND,

1901.

Report of the Commissioners.

Treasury Department, Boston, Jan. 17, 1902.

Hon. James J. Myers, *Speaker of the House of Representatives.*

Sir: — Under the provisions of section 3 of chapter 41 of the Revised Laws, requiring the commissioners in charge of the Massachusetts school fund to report annually the condition and income of the fund, the undersigned respectfully submit the following: —

Amount of the fund Dec. 31, 1900,	$4,370,548 14
Increase of the fund during the year, under the provisions of chapter 90, Resolves of 1894,	100,000 00
Amount of the fund Dec. 31, 1901,	$4,470,548 14

Of this amount, $169,023.14 was in cash uninvested, and the following is a schedule of the securities in the fund: —

Note. — The list of securities varies but little from that published in the sixty-fourth report and is therefore omitted. Its details may be summarized as follows: —

Boston & Albany Railroad bonds,	$1,500,000 00
Fitchburg Railroad bonds,	275,000 00
Bonds and notes of Massachusetts towns,	2,319,025 00
Bristol County notes,	40,000 00
Bonds and notes of Maine, Connecticut and Rhode Island towns,	167,500 00
Total,	$4,301,525 00

The following table shows the amount of the principal of the school fund as it stood at the close of business December 31, from 1891 to 1901, both inclusive, and annual income for same term, as shown by the books of the Treasurer and Receiver-General: —

YEAR.	Principal.	Income.
1891,	$3,655,761 85	$138,625 68
1892,	3,655,761 85	167,229 55
1893,	3,670,548 14	167,258 23
1894,	3,770,548 14	167,210 54
1895,	3,870,548 14	172,729 65
1896,	3,970,548 14	175,165 64
1897,	4,070,548 14	189,808 71
1898,	4,170,548 14	204,612 61
1899,	4,270,548 14	208,462 61
1900,	4,370,548 14	213,066 18
1901,	4,470,548 14	366,656 51

The effect of the increase in the fund by the annual addition thereto, authorized by chapter 90 of the Resolves of the year 1894, which has been made to the amount of $800,000, and $150,000, a special amount paid this year, directly into the income, in accordance with the provisions of section 3 of chapter 408 of the Acts of 1893, will be readily seen in the increase of income for 1901.

It should not be overlooked that this amount of $150,000, paid directly to the income, will not be repeated.

FRANK A. HILL,
Secretary of Board of Education,
EDWARD S. BRADFORD,
Treasurer,
Commissioners of Massachusetts School Fund.

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

Appropriation for Support of Normal Schools.

Dr.						Cr.
1901.	Expended for Bridgewater Normal School, ...	$43,123 00		**1901.**	Appropriation for 1901 (chapter 77, Acts of 1901), ...	$258,894 00
	Expended for Fitchburg Normal School, ...	38,805 53			Received from city of Fitchburg, .	11,755 60
	Expended for Framingham Normal School, ...	31,025 50				
	Expended for Hyannis Normal School, ...	22,597 81				
	Expended for Lowell Normal School, ...	28,494 71				
	Expended for North Adams Normal School, ...	27,005 73				
	Expended for Salem Normal School, ...	29,595 63				
	Expended for Westfield Normal School, ...	27,130 00				
	Expended for Worcester Normal School, ...	22,376 61				
	Balance unexpended, ...	495 08				
			$270,649 60			$270,649 60

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Continued.*

Dr.						Cr.
1901.	Bridgewater Normal School: —			**1901.**	Appropriation apportioned by the Board,	$43,123 00
	Salary of principal,	$3,000 00				
	Salaries of assistants,	21,510 00				
	Janitor service,	1,250 00				
	Repairs and furniture,	3,422 84				
	Watchman,	700 00				
	Printing,	278 84				
	Fuel,	1,567 17				
	Advertising,	132 96				
	Apparatus,	730 64				
	Books,	889 66				
	School of observation,	6,555 15				
	Engineer,	800 00				
	Fireman,	550 00				
	Water,	67 08				
	Telephone,	34 13				
	Principal's expenses,	23 57				
	Lighting,	56 56				
	Clerical assistance,	962 14				
	Medical examinations,	41 00				
	Stationery,	551 26				
			$43,123 00			$43,123 00
	Fitchburg Normal School: —				Appropriation apportioned by the Board,	$27,100 00
	Salary of principal,	$3,000 00			Received from city of Fitchburg,	11,755 60
	Salaries of assistants,	24,108 98				
	Janitor service,	2,508 00				
	Repairs and furniture,	1,953 09				

Fuel,	2,000 72			
Printing,	233 13			
Stationery,	1,109 75			
Apparatus,	436 17			
Books,	1,060 42			
Advertising,	53 60			
Lighting,	411 55			
Ice,	72 95			
Engineer,	750 00			
Telephone,	123 54			
Clerical assistance,	382 95			
Lectures,	595 68			
Principal's expenses,	5 00			
	$38,805 53			
Balance unexpended,	50 07			
		$38,855 60		$38,855 60
Framingham Normal School: —				
Salary of principal,	$3,000 00		Appropriation apportioned by the Board,	$31,026 00
Salaries of assistants,	16,407 72			
Janitor service,	457 47			
Repairs and furniture,	2,661 46			
Fuel,	2,155 57			
Printing,	126 23			
Apparatus,	750 44			
Books,	468 49			
Advertising,	27 00			
Stationery,	354 98			
Water,	157 23			
Amount carried forward,	$26,566 59		*Amount carried forward,*	$31,026 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Continued.*

DR.						CR.
1901.	*Amount brought forward,*	$26,566 59		**1901.**	*Amount brought forward,*	$31,026 00
	Framingham Normal School — *Con.*					
	Accountant,	699 96				
	Engineer,	2,569 92				
	Telephone,	60 85				
	Household arts,	1,012 40				
	Lectures,	37 00				
	Clerical assistance,	32 50				
	Principal's expenses,	46 28				
		$31,025 50				
	Balance unexpended,	50				
			$31,026 00			$31,026 00
	Hyannis Normal School: —					
	Salary of principal,	$3,000 00			Appropriation apportioned by the Board,	$22,595 00
	Salaries of assistants,	10,477 59			Excess of apportionment,	2 81
	Janitor service,	1,553 32				
	Repairs and furniture,	4,517 67				
	Fuel,	893 50				
	Apparatus,	808 44				
	Stationery,	187 55				
	Books,	614 98				
	Printing,	280 72				
	Telephone,	34 13				
	Advertising,	5 00				
	Clerical assistance,	36 75				

Lectures,	86 68			
Principal's expenses,	101 48			
		$22,597 81		$22,597 81
Lowell Normal School: —				
Salary of principal,	$3,000 00		Appropriation apportioned by the Board,	$28,495 00
Salaries of assistants,	12,066 56			
Janitor service,	960 00			
Fuel,	1,455 54			
Repairs and furniture,	3,252 70			
Engineer,	840 00			
Advertising,	25 50			
Books,	1,035 09			
Apparatus,	791 77			
Stationery,	825 03			
Lighting,	100 97			
Printing,	103 99			
Water and ice,	85 38			
Music,	38 00			
Telephone,	244 71			
Model school,	2,849 92			
Clerical assistance,	615 00			
Principal's expenses,	27 25			
Lectures,	177 30			
	$28,494 71			
Balance unexpended,	29			
		$28,495 00		$28,495 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Continued.*

DR.						CR.
1901.	North Adams Normal School: —			**1901.**		
	Salary of principal,	$3,000 00			Appropriation apportioned by the Board,	$26,450 00
	Salaries of assistants,	15,054 11			Excess of apportionment,	555 73
	Janitor service,	800 00				
	Repairs and furnishings,	2,903 55				
	Fuel,	1,580 64				
	Apparatus,	659 43				
	Printing,	155 64				
	Stationery,	392 50				
	Books,	995 03				
	Engineer,	800 04				
	Lighting,	253 63				
	Telephone,	89 30				
	Clerical assistance,	88 23				
	Medical examinations,	65 00				
	Typewriter,	60 00				
	Lectures,	25 00				
	Principal's expenses,	83 63				
			$27,005 73			$27,005 73
	Salem Normal School: —					
	Salary of principal,	$3,000 00			Appropriation apportioned by the Board,	$30,600 00
	Salaries of assistants,	15,816 72				
	Janitor service,	600 00				
	Repairs and furniture,	2,032 05				
	Fuel,	1,100 08				
	Stationery,	765 15				
	Books,	1,127 44				

Advertising,	25 50			
Apparatus,	889 36			
Fireman,	600 00			
Kindergarten maid,	62 50			
Telephone,	73 31			
Lighting,	225 60			
Water,	146 38			
Printing,	463 59			
Engineer,	1,000 00			
Model school,	1,500 00			
Clerical assistance,	18 00			
Music,	12 00			
Lectures,	125 00			
Principal's expenses,	12 95			
	$29,595 63			
Balance unexpended,	1,004 37	$30,600 00		$30,600 00
Westfield Normal School: —				
Salary of principal,	$3,000 00		Appropriation apportioned by the Board,	$27,130 00
Salaries of assistants,	13,935 91			
Janitor service,	2,020 83			
Repairs and furniture,	2,635 64			
Fuel,	1,499 57			
Stationery,	689 78			
Apparatus,	415 50			
Advertising,	56 52			
Books,	1,004 18			
Amount carried forward,	$25,257 93		*Amount carried forward,*	$27,130 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Concluded.*

DR.						CR.
1901.	*Amount brought forward,*	$25,257 93		**1901.**	*Amount brought forward,*	$27,130 00
	Westfield Normal School — *Con.*					
	Printing,	223 14				
	Lighting,	75 56				
	Water,	237 04				
	Boarding hall,	952 12				
	Telephone,	84 74				
	Typewriter,	65 00				
	Lectures,	118 32				
	Principal's expenses,	116 15	$27,130 00			$27,130 00
	Worcester Normal School: —					
	Salary of principal,	$3,000 00			Appropriations apportioned by the Board,	$22,375 00
	Salaries of assistants,	13,299 76				
	Janitor service,	911 05				
	Repairs and furniture,	1,803 01				
	Fuel,	1,338 92				
	Stationery,	292 84				
	Printing,	428 15				
	Apparatus,	245 41				
	Books,	712 45				
	Telephone,	42 69				
	Water,	42 31				
	Lighting,	129 84				
	Ice,	95 56				

	Clerical assistance,	20 00				
	Principal's expenses,	12 62				
		$22,374 61				
	Balance unexpended,	39				
			$22,375 00			$22,375 00

Appropriation for Normal Art School.

1901.	Salary of principal,	$3,000 00		1901.	Appropriation (chapter 77, Acts of 1901),	$24,746 00
	Salaries of assistants,	17,745 64				
	Janitor service,	810 06				
	Repairs and furniture,	661 05				
	Fuel,	1,044 60				
	Lighting,	260 03				
	Water,	80 70				
	Advertising,	172 24				
	Printing,	190 15				
	Telephone,	176 61				
	Engineer,	540 00				
	Apparatus,	60 45				
		$24,741 53				
	Balance unexpended,	4 47				
			$24,746 00			$24,746 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATION FOR THE AGENTS OF THE BOARD.

DR.				CR.		
1901.	John T. Prince, salary,	$2,500 00		**1901.**	Appropriation (chapter 77, Acts of 1901),	$12,750 00
	John T. Prince, expenses,	222 82				
	G. T. Fletcher, salary,	2,500 00				
	G. T. Fletcher, expenses,	470 76				
	J. W. MacDonald, salary,	2,500 00				
	J. W. MacDonald, expenses,	451 07				
	Henry T. Bailey, salary,	2,500 00				
	Henry T. Bailey, expenses,	424 15				
	Walter Sargent, salary,	570 00				
	Walter Sargent, expenses,	178 75				
		$12,317 55				
	Balance unexpended,	432 45				
			$12,750 00			$12,750 00

APPROPRIATION FOR SUMMER SCHOOL.

1901.	Teachers and expenses: —			**1901.**	Appropriation (chapter 77, Acts of 1901),	$1,500 00
	Summer school at Salem,	$866 61				
	Balance unexpended,	633 39				
			$1,500 00			$1,500 00

APPROPRIATION FOR TEACHERS' INSTITUTES.

1901.	Paid for instructors and expenses of institutes at Amherst, Ashland, Barnstable, Becket, Cummington, Gardner, Great Barrington, Kingston, Ludlow, Mattapoisett, Monson, New Salem, Pepperell, Pittsfield, Randolph, Russell, Salem, Sandisfield, Somerset, South Hadley, Southwick, Spencer, Stoneham, Webster, Whately, Wrentham, . . .	$1,794 57		**1901.**	Appropriation (chapter 77, Acts of 1901), ...	$2,000 00
	Balance unexpended, . . .	205 43				
			$2,000 00			$2,000 00

APPROPRIATION FOR AID TO NORMAL PUPILS.

1901.	Amounts paid: —			**1901.**	Appropriation (chapter 77, Acts of 1901), ...	$4,000 00
	Bridgewater school, . . .	$475 00				
	Fitchburg school, . . .	50 00				
	Framingham school, . . .	137 50				
	Hyannis school, ...	75 00				
	Lowell school, ...	-				
	North Adams school, . . .	137 50				
	Salem school, ...	187 50				
	Amount carried forward, .	$1,062 50			*Amount carried forward,* . .	$4,000 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATIONS FOR AID TO NORMAL PUPILS — *Concluded.*

DR.						CR.
1901.	*Amount brought forward,*	$1,062 50		**1901.**	*Amount brought forward,*	$4,000 00
	Amounts paid — *Con.*					
	Westfield school,	887 50				
	Worcester school,	50 00				
		$2,000 00				
Dec. 31,	Balance unexpended,	2,000 00				
			$4,000 00			$4,000 00

APPROPRIATION FOR INCIDENTAL EXPENSES.

1901.	Amounts expended, as follows: —			**1901.**	Appropriation (chapter 77, Acts of 1901),	$2,000 00
	Printing,	$766 87				
	Expressage,	341 65				
	Postage,	227 44				
	Stationery,	156 34				
	Binding,	82 00				
	Books,	70 20				
	Clerical and messenger service,	53 65				
	Telephone,	13 93				
	Art exhibit,	11 94				
		$1,724 02				
	Balance unexpended,	275 98				
			$2,000 00			$2,000 00

APPROPRIATION FOR TRAVELLING EXPENSES OF MEMBERS OF THE BOARD.

1901.	Amounts paid, as follows: —			1901.	Appropriation (chapter 77, Acts of 1901),	$1,000 00
Mar. 2,	Franklin Carter,	$75 85				
June 14,	E. H. Capen,	31 68				
24,	J. D. Miller,	67 64				
July 11,	Kate Gannett Wells,	63 05				
Aug. 26,	Geo. H. Conley,	57 97				
Dec. 16,	E. B. Stoddard,	46 80				
17,	G. I. Aldrich,	54 30				
20,	Kate Gannett Wells,	11 64				
26,	Geo. H. Conley,	43 50				
	J. D. Miller,	13 40				
30,	Alice F. Palmer,	42 45				
		$508 28				
	Balance unexpended,	491 72				
			$1,000 00			$1,000 00

APPROPRIATION FOR REGISTERS AND BLANKS.

1901.	Amounts paid, as follows: —			1901.	Appropriation (chapter 77, Acts of 1901),	$1,200 00
	Printing,	$797 28				
	Expressage,	79 39				
	Postage,	20 00				
	Messenger,	14 25				
		$910 92				
	Balance unexpended,	289 08				
			$1,200 00			$1,200 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

APPROPRIATION FOR THE EDUCATION OF DEAF CHILDREN.

Dr.			Cr.		
1901.	Amounts paid, as follows: —		**1901.**	Appropriation (chapter 77, Acts of 1901),	$67,000 00
Feb. 13,	Clarke School: 126 pupils, quarter commencing Jan. 1, 1901,	$7,137 92		Deficiency,	5,151 78
Mar. 4,	Boston School: 30 pupils, Dec. 1, 1900, to March 1, 1901,	1,692 23			
25,	Horace Mann School: 124 pupils, Feb. 1 to July 1, 1901,	7,650 33			
26,	American School: 63 pupils, quarter commencing March 1, 1901,	3,543 75			
Apr. 12,	Sarah Fuller Home: 10 pupils, to April 1, 1901,	500 00			
15,	Clarke School: 126 pupils, quarter commencing April 1, 1901,	9,291 81			
18,	Horace Mann School: Transportation to Jan. 15, 1901,	692 50			
May 27,	Boston School: 31 pupils, March 1 to June 1, 1901,	1,779 00			
June 12,	American School: 64 pupils, quarter commencing June 1, 1901,	3,600 00			

14,	Horace Mann School: Transportation to April 15, 1901,	590 57		
27,	Care of Frank McInerney, Sept. 3, 1900, to June 4, 1901,	93 27		
July 10,	Clarke School: 125 pupils, quarter commencing July 1, 1901,	7,737 50		
23,	Sarah Fuller Home: 11 pupils, quarter ending July 1, 1901,	536 58		
	Boston School: Balance due on 32 pupils for the school year,	900 26		
29,	American School: Clothing to July 1, 1901,	576 45		
Sept. 25,	Horace Mann School: Transportation to June 21, 1901,	432 59		
Oct. 10,	Sarah Fuller Home: 12 pupils, to Oct. 8, 1901,	450 42		
29,	American School: 69 pupils, quarter commencing Sept. 1, 1901,	3,881 25		
Nov. 2,	Horace Mann School: 126 pupils, Sept. 1, 1901, to Feb. 1, 1902,	7,327 34		
5,	Clarke School: 120 pupils, quarter commencing Oct. 1, 1901,	7,392 72		
	Amount carried forward,	$65,806 49	*Amount carried forward,*	$72,151 78

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONCLUDED.

APPROPRIATION FOR THE EDUCATION OF DEAF CHILDREN — *Concluded.*

Dr.				Cr.		
1901.	*Amount brought forward,*	$65,806 49		**1901.**	*Amount brought forward,*	$72,151 78
	Amounts paid — *Con.*					
Nov. 29,	Perkins Institution:					
	Care of Edith Thomas, deaf, dumb and blind, to Oct. 1, 1901,	700 00				
	Care of Cora Crocker, to July 1, 1901,	233 33				
Dec. 9,	Horace Mann School:					
	Transportation to Nov. 15, 1901,	600 65				
18,	American School:					
	73 pupils, quarter commencing Dec. 1, 1901,	4,275 00				
31,	Sarah Fuller Home:					
	11 pupils, quarter ending Jan. 1, 1902,	536 31				
			$72,151 78			$72,151 78

C. B. TILLINGHAST, *Treasurer.*

APPENDICES.

Appendix A.

REPORT OF JOHN T. PRINCE,

AGENT OF THE BOARD.

REPORT.

To the Board of Education.

Little of note has transpired during the past year in the schools of the section assigned to me. The returns show that the interest of the people in the schools has been maintained to the standard of previous years, indicated by the amount which has been raised by taxation for buildings and the salaries of teachers. The trend of salaries paid to teachers continues to be upward, as shown by a comparison of what was paid last year and preceding years. Of the ninety-eight cities and towns in my section, included in the counties of Barnstable, Bristol, Dukes, Nantucket, Norfolk and Plymouth, all but twelve towns report an increase paid to female teachers over what was paid five years ago, the increase in some towns amounting to more than thirty per cent. It would appear from the statistics that in some towns the increase in the salaries paid to female teachers was effected either by decreasing the amount paid to male teachers or by lessening the number of such teachers employed. Thus, of the ninety-eight cities and towns, thirty report a decrease in the amount paid to men since 1895 and thirty-eight report a decrease in the number of men employed. On the whole, however, the increase in the amount paid to teachers during the past five years may be said to be mainly due to a desire on the part of the people to secure the best teachers possible. This desire is shown by the fact that in the section under consideration there has been an increase during the past five years of twenty-six per cent. in the amount raised by local taxation and expended for the support of public schools, while the number of such schools has increased but fourteen per cent. The significance of this fact becomes more apparent when it is considered that the taxable valuation of the same section has increased during the five years only fifteen per cent.

The details by counties of these and other facts are shown in the following tables: —

I. *Table showing the increase of valuation and of amount raised for the support of schools from 1895 to 1900.*

COUNTIES.	VALUATION.			AMOUNT RAISED BY TAXATION AND EXPENDED FOR THE SUPPORT OF PUBLIC SCHOOLS.		
	1895.	1900.	Per cent. of increase.	1895-96.	1900-01.	Per cent. of increase.
Barnstable, . . .	$22,252,019	$24,206,471	8.7	$90,039 89	$108,279 24	20.2
Bristol, ...	165,812,518	184,540,613	11.2	615,526 58	790,564 17	28.4
Dukes, ...	4,024,662	4,285,583	6.4	10,759 12	16,696 87	55.1
Nantucket, . . .	3,006,436	3,338,033	11.0	6,270 22	7,849 85	25.1
Norfolk, . . .	167,602,478	201,551,105	20.2	570,296 68	701,607 80	23.2
Plymouth, . . .	70,045,153	80,752,747	15.2	314,764 93	414,436 37	31.6

II. *Table showing the increase in the number of public schools, number of teachers and school membership during the five years ending July, 1901.*

COUNTIES.	Increase in number of schools.	Per cent. of increase.	Increase in number of teachers.	Per cent. of increase.	Increase in school membership.	Per cent. of increase.
Barnstable, ...	1*	–	7	4.2	317*	7.3*
Bristol, ...	132	18.5	132	14.8	2,374	8.5
Dukes, ...	3	11.3	5	20.8	51*	8.8*
Nantucket, ...	–	–	1	8.3	36	12.2
Norfolk, ...	92	15.8	106	14.9	1,829	8.7
Plymouth, ...	62	13.7	52	10.1	780	5.0

* Decrease.

The above tables are interesting, as showing the general willingness of the people to tax themselves for the support of schools to the extent of their ability, not being content to keep down the expenditures to the limit of increase either in the number of schools or in the taxable valuation of their property.

It is gratifying also to note that in every county except Nantucket the rate of increase in the number of schools is in excess of the rate of increase in school membership, showing the desirable tendency of lessening the number of pupils to a teacher. This tendency is indicated by the figures, in spite of the fact that during the past five years many small rural schools have been closed by the consolidation of schools or the conveyance of children to central schools.

It is of course understood that in all such statistics as are given in the above tables only approximate inferences can be made as to comparative conditions or results, so much depending upon the care with which teachers are selected and upon the character of the supervision. It is only when all the circumstances of school management in a given town or city are known that the comparative statistics relating to school expenditures and taxation are especially significant. Two instances of towns recently visited will illustrate this point.

The first instance is that of a town whose schools have manifestly deteriorated during the past five years. My notes indicate that five years ago most of the schools of this town were either in a fair or a good condition. There was very little of absolutely poor work done in any school which I visited. In a recent visit I found that the ratio of good schools to poor ones was quite reversed. Where there once had been order and intelligent teaching there were now confusion and aimless lesson hearing. The written work had fallen to a condition such as was found only in the poorest schools of fifteen years ago. So different was the condition of affairs that I could but inquire into the reason. I found that during the previous five years the salaries of teachers had fallen nearly two dollars a month, and that the amount raised and expended for each child had decreased four per cent., while the valuation had materially increased. As the salaries in almost every other town had been raised, it was no wonder that only untrained or poor teachers could be procured, especially as all appointments were made by the school committee, without consulting the superintendent.

The other instance of a close relation between expenditures and results is that of a town a large number of whose schools I was obliged to report as doing poor work a few years ago. To-day I doubt if the proportion of excellent teachers is greater anywhere than it is in this town. So confident was I of this fact, a short time ago, that I took two persons there to visit the schools. One was a teacher from England, who was expecting to report upon some features of our schools, and the other was a distinguished professor of education from another State. The united opinion of these visitors was quite in accord with my own judgment of the merits of the work seen. The statistics of the town reveal the facts that the average amount paid to female teachers has increased more than one fifth within the past five years, and that, notwithstanding this increase, the valuation has decreased in the same time nearly ten per cent. It should be said also that in this town the school committee has changed its method of appointing teachers from a selection by division committees to an election upon recommendation of the superintendent, or from a plan of favoritism to a plan by which the best teachers are selected, wherever they are found.

Such a disparity in conditions and results as is shown in the above instances may be rare, but it shows what is possible under our present plan of taxation and administration. So far as this disparity is due to a difference in local interest and effort, no remedy by legislation is possible; but, so far as it is occasioned by a difference of means or administration, a partial remedy at least may be had in a proper equalization of taxation and in an establishment by law of a minimum of qualifications for both teachers and superintendents.

State Assistance to Towns of Low Valuation.

I desire to call attention to the good effects of the law passed in 1896 and amended in 1897, "relative to the salaries of public school teachers in small towns." According to the provisions of this law, a teacher of any town having a valuation of less than three hundred and fifty thousand dollars may receive from the State a sum not exceeding two dollars a week, after approval by the school committee of the town as a teacher of exceptional ability and by the State Board of Education. The practical working of the law is shown by the following statement of what has been done in one town since the passage of the law. The teachers of the town were receiving five years ago an average of about seven dollars a week; by adding another dollar a week, with the promise of two dollars a week more from the State, the committee was able to secure trained and experienced teachers. The work done to-day in this town would do credit to the schools of any town of the Commonwealth. Thus in two or three years the schools of a town have, through the agency of judicious State aid, utterly changed their character from a state of absolute inefficiency to that of recognized excellence. The two ways in which this aid is given are, first, by securing better teaching ability; and secondly, by improving the character of the supervision. Neither of these means alone would have so completely changed the character of the schools. It is a significant fact that both of these effective means of State aid are employed only upon condition that the town shall not lessen its appropriation for the support of its schools, — thus preventing that dependence upon the State which might result in lessening local effort and interest in behalf of the schools.

The evident success of the two means alluded to in helping to equalize the conditions of school maintenance in the various towns suggests the advisability of making them a basis for further and still more effective equalization. Whatever plan is adopted, two conditions should be insisted upon; first, a full degree of local effort; and secondly, superior qualifications of teachers and superintendents.

The manifest improvement in the character of the teachers employed in the towns above alluded to, since the approval of the State Board of Education has been required, suggests the importance of making similar conditions of approval for district superintendents supported in part by the State. I can only repeat in this connection the recommendation made in my special report upon "City and Town Supervision of Schools" to the Board two years ago: —

> The simplest and perhaps the most feasible plan of establishing a high standard of qualifications for district superintendents, and at the same time of securing a proper supervisory control over appointments by the State, would be to have the appointment of superintendents made as now by a joint board of school committees, but to limit the choice to candidates nominated by the secretary of the State Board of Education. In such a plan local boards would have the freedom of selection from a number of candidates, approved by one whose oppor-

tunities of ascertaining the qualifications of candidates would be excellent, and whose interest in the welfare of all the schools would prompt him to recommend only those who are well qualified for the work. Another alternative, in which the State's interests would be protected, is to adopt a provision by which the local committees shall select the superintendent, subject to the approval of the State Board of Education.

School Superintendencies.

The permanence of tenure in the office of superintendent of schools is shown from the fact that, of the five changes occurring during the year in my section, all were by voluntary resignations, — one on account of ill health and four by reason of the superintendents' acceptance of positions elsewhere.

Two new superintendency districts were formed during the year, viz.: (1) Avon, Holbrook and Randolph; (2) Halifax, Kingston, Pembroke and Plympton. There remain now but twelve towns in the six counties which are without superintendents of the kind contemplated in the supervision law of 1900, viz.: Truro, in Barnstable County; Berkley, Dighton, Rehoboth and Somerset, in Bristol County; Gay Head and Gosnold, in Dukes County; Norfolk, in Norfolk County; Carver, Lakeville and Rochester, in Plymouth County; and Nantucket. With the exception of Nantucket, all of the abovenamed towns have a valuation of less than two and a half million dollars each, and are therefore obliged by law to be formed into supervisory unions after the first of next July. A glance at the location of these towns upon the map will satisfy any one of the impossibility of bringing them into anything like convenient districts without disturbing already existing unions. To meet the present difficulty of bringing all towns into convenient districts, as well as to avoid the confusion of frequent withdrawal of towns, some provision should be made by which district lines may be fixed and continued for a certain period of time. The State Board of Education, or a commission formed for the purpose, might be given authority to locate boundary lines for superintendency districts, the same to continue for a period of years. When under such an arrangement skilled supervision becomes the settled policy of the Commonwealth, it may be confidently expected that the office of superintendent of schools will attract the best scholars and teachers, and that it will be, even more than it is now, an agency for good in keeping the schools to a high standard of excellence.

EUROPEAN SCHOOLS.

Through the courtesy of your honorable Board, I was enabled, during the months of June and July of the present year, to visit some European schools. The alternative presented itself of visiting a few schools in several countries, or of visiting many schools in one country. As the schools of most European countries were known to be patterned somewhat after those of Germany, and as I had made a careful study of the schools of that country twelve years ago, I thought it best to gain as extensive and varied impressions as possible of educational conditions and results; and for that purpose I visited some of the best schools in Italy, Switzerland, Germany, France and England.

In this brief report of educational conditions and practices abroad I shall not attempt to describe what I saw in the schools, or to give in detail the methods of organization in the various countries, but rather to give a few impressions gained in my visits, especially in respect to some possible lessons which may be learned by us.

An American visiting the schools of European countries must be repeatedly reminded of certain important differences which exist between American and European schools, in respect both to their organization and methods. He may even come to think, what I believe to be true, that the American schools are indigenous, and so vitally different from the schools of other countries that, in some features at least, they cannot and ought not to be made to resemble those schools. By this statement I do not mean that we have not gained much in the past from the example of foreign schools, nor that we cannot still derive many lessons from them; but rather that in some forms of practice our schools are distinctly American, and must be shaped by American ideals rather than by ideals or practices found elsewhere.

I do not forget that some of our colleges in their inception were largely fashioned after foreign models, and that the influence of such men as Stowe, Mann and Barnard in their descriptions of European schools was profoundly felt in the establishment of our systems of elementary education and in the formation of high ideals. Yet it should be said that all growth must be from within, and that nothing should be imposed from without that does not accord with the ends of social and political life for which education in America prepares. So far as the means tend to produce those ends, or any ends which may be called universal, such as health or honesty, they may be justifiably employed wherever they are found. With such considerations in mind, we may make some comparisons of methods employed here and abroad.

The Relation of the Masses to Secondary Education.

The most obvious difference between our schools and schools abroad is in the relation of higher education to the masses. The central idea of our school system is commonness, — the idea of giving to every boy and girl a fair chance in education. Our system does not assume, as do most foreign systems, that there is a class of children born to one or another kind of work or station; but offers to all, without the payment of tuition, a continuous course, from the beginning of the primary school to the college or the university. In this respect nearly all European systems of education differ from our own. The people's schools of Germany, which are intended primarily for the lower and middle classes, have no connection with those high schools which prepare pupils for the university. As a consequence, the pupils of the people's schools, with rare exceptions, are forced to end their education with the elementary course or with the course of the continuation schools which are held evenings and Sundays.

The connection between the elementary and the secondary schools in Italy is theoretically closer than in Germany, but practically the separation is greater; for, although pupils of the three inferior classes (years) of the primary school are entitled to pass on to the two superior classes and then to the high school, as a matter of fact more than two thirds of the communes have no superior classes whatever, and, as a consequence, ninety per cent. of the children never pass beyond the three years' course of the primary school.

In France, while graduates from the lower primary schools (*écoles primaires élémentaires*) may enter the high schools (*lycées* and *colléges*), comparatively few do so,* partly, no doubt, on account of the fees charged, and partly because of the difference in organization and purpose of the two classes of schools.†

What is true of France is in a measure true of Switzerland, apparently the same reasons being operative in keeping down the numbers in the secondary schools. Of 1,872 graduates of the primary schools year before last in Zurich only 482 entered the secondary school. This, it must be remembered, was in a city in which the conditions of advancement are supposed to be exceptionally good.

The board schools of England and the schools which prepare students for the university are quite unlike in spirit and in purpose, and there is organically no connection between them. The former are free, and are attended by the masses; the latter (so-called public and grammar schools) require fees, and are attended only by the aristocratic class or the well-to-do people of the middle class.

Thus it will be seen that our public school system is practically the only one in which the course is free and continuous from the primary school to the college or the university. It is the only system which recognizes the equal rights of all the people, and gives to all classes alike the opportunity to obtain a good secondary education. Americans are not all agreed in the wisdom of this policy of our public schools. There are those who say that we are educating children out of their sphere, and are thereby making them discontented with the vocation which they must follow. Such persons cite the example of foreign systems of education as one to be followed rather than one to be avoided. It ought not to require much argument to show which system is more in accord with the spirit of our institutions.

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* The lower primary school course covers a period of six years for children from seven to thirteen years of age. There are two kinds of high schools: the *lycée*, which is founded and maintained by the State, aided by the department and commune; and the *collége*, which is founded and maintained by the commune, aided by the State. Both charge fees, and both practically cover the same course. There were less than 100,000 students in these high schools in 1897-98.

† "It is in the *lycée*," says M. Breal, "that the *élite* of our youth, magistrates, administrators, officers, diplomats, authors, receive all the general instruction that they carry into life." (Report of the Commissioner of Education, 1895-96, p. 619.)

That the people in other lands are not unmindful of the privileges which we alone enjoy, is shown by the efforts which have been made in all the above-mentioned countries in extending the elementary courses and in making the extended courses free. Thus in England there have been organized higher grade elementary schools, which have a course four or five years longer than that of the lower schools, and give instruction in physics, chemistry, geometry, algebra and French, in addition to the subjects pursued in the lower schools. In addition to these schools, there are classes formed supplementary to the ordinary board school course, in which instruction is given for two or three years in advanced subjects, principally science.

What is sought to supplement the work of the primary schools in England has been done in Germany by the establishment of *real* schools and higher burgher schools, in which neither Latin nor Greek is taught. In France, graduates of the lower primary schools may enter what is called the higher primary schools (*écoles primaires supérieures*), resembling in some respects the higher elementary schools of England and the *real* schools of Germany. In these schools, which have a course of four years, the subjects taught are physics, chemistry, mathematics, French literature, composition, drawing, bookkeeping, one modern language and in many of them manual training. In places not large enough to support a higher primary school there is a department attached to the lower primary school called a "*cours complémentaire*," in which higher-grade subjects are taught for one or two years.

Neither Latin nor Greek is taught in any of the above-mentioned schools, which, therefore, cannot be said to be secondary in character. They are simply an extension of the elementary school courses, and are especially designed to meet the needs of those who are preparing to become skilled artisans.

Continuation and Industrial Schools.

The schools and classes referred to thus far as supplementing the work of the elementary schools are designed for those who give their entire time to study. There remain to be spoken of the continuation and industrial schools, which in one form or another are found in most of the countries of Europe, and which are maintained for the benefit of working people, both children and adults. They resemble to some extent our evening schools, but their organization is more complete and their curriculum better adapted to the needs of apprentices and other working people. They are in session evenings and holidays (including Sundays), and are taught only by duly certificated teachers. In this class of schools, as in others, Germany leads the way and sets an example for the rest of Europe. In some parts of Germany as many as fifty pupils are enrolled for every one thousand inhabitants, some districts even making attendance upon the schools compulsory for a certain class. There is no uniformity in the course pursued in these schools, it being designed to meet local needs, such as agriculture and the various kinds of manufactures. When wood working or other forms of manual training are made a part of the course, the schools are called industrial schools; and when bookkeeping and other commercial subjects are taught, they are called commercial schools. In Prussia the number of continuation industrial schools in 1895 was 761, and of commercial schools 138.*

Trade schools and schools for foremen are maintained quite extensively in Germany, being supported variously by the State, provincial and communal governments, associations, trade unions, private individuals and tuition fees.

Secondary technical schools have been established in various parts of Germany, — schools whose grade would be classed above the trade schools and schools for foremen and below the polytechnic schools. Prussia has several schools of this class, six being for mechanical engineering and five for weaving. These schools are intended for day students, as well as students for evenings and Sundays.

When we consider the great need of opportunities for culture and increased efficiency in vocational service for the large class of persons who leave our elementary schools, and the almost entire lack of such opportunities in this country, we can but feel that Europe in this respect may teach us many useful lessons. The evening and manual training schools in some of our cities and our two textile schools are doing something in the right direction; but the opportunities are few in comparison to what they should be to meet the urgent needs of the working people, and especially of those who would, if they could, improve their work in skill and efficiency.

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* For a full report of continuation schools in Germany, see the Report of the Commissioner of Education for 1898-99, p. 189.

The Standard of Qualifications for Teachers.

The last report of the Commissioner of Education * shows the relatively excessive amount paid for education in the United States over what is spent for the same purpose in Prussia. Probably the advantage in favor of this country would continue to appear, if the comparison were made with any other country. It is feared that such facts as these lead enthusiastic Americans to assume that their schools are the best in the world, on the basis that we get what we pay for. But unfortunately, in the educational as well as in the commercial world, we sometimes pay for more than we get. A much more reliable comparison as a basis for determining the relative merits of schools and school systems is that of the qualifications of teachers. It is not always safe to rely upon statistics in making such comparisons, especially when it is considered that a large, if not the largest, element in determining the fitness of a person to teach is personality or character. Yet the scholarship and professional training of teachers ought to count for much in estimating the character of the schools they teach. In the schools of most European countries we find that fitness to teach is determined usually by examinations — oral and written — and by trial in the classroom, certificates of various grades being given to successful candidates. We find also that the standard thus set is the standard for all the schools of a country, and that no one is permitted to teach any subject in any school without a certificate of approval from the examining board. Abundant opportunity is afforded for all to secure the needed preparation in normal schools, which are usually supported at public expense. While attendance upon normal schools is not in all cases necessary to securing a certificate to teach, as a matter of fact nearly all the teachers of the elementary schools are trained graduates of a professional school. The following brief summary of the course pursued by teachers to secure positions will indicate in a general way the standard of requirements in Germany, France and England.

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* Report of 1899-1900, pp. 788-791.

In Germany, at the close of a three years' normal school course candidates must pass a written and oral examination upon the subjects which they are expected to teach, and one foreign language, — English, French or Latin, — and show evidence of ability to teach by giving teaching exercises. Those who are successful in passing this examination must, before being placed upon the list of permanent teachers, pass a second examination after two years from the time of taking the first examination. This examination is of a practical nature, calling especially for evidence of proficiency in teaching. Candidates for the position of teacher in high schools must, after three years' study at the university, pass a first examination upon the subjects they expect to teach, and after two years of study and practice pass a second examination. Special examinations and certificates are given to teachers of special subjects, like drawing, singing and needlework.

Several grades of certificates are given in France, including those which authorize persons to teach in the lower primary schools, the upper primary schools and the normal schools. As in Germany, these certificates are given to those who succeed in passing certain required examinations, both oral and written, and with the exception of the lowest grade require candidates to give practical evidence of ability to teach. Special certificates are given to teachers of drawing, singing, gymnastics, needlework and agriculture. There are at present 172 primary normal schools, giving in a three years' course the needed preparation for teachers of the lower primary schools. In addition to these, there are two advanced normal schools for the training of teachers of the normal schools and upper primary schools. For the high schools — *lycées* and *colléges* — teachers must first obtain the degree of bachelor of arts and licentiate, and, for a final certificate, must pass the examination for the title *agrégé*, which is a severe test of professional as well as of scholastic qualifications.

In England, teachers of the elementary schools are trained as pupil teachers for five years, a portion of the time being given to teaching under the guidance of an efficient teacher and the rest of the time to receiving instruction. In the larger towns this instruction is received in what is called a pupil teachers' centre, — a kind of normal school. When they have finished their course, the pupil teachers may become (*a*) students in training colleges (having a two years' course), (*b*) assistant teachers, or (*c*) provisionally certificated teachers. Certificated teachers have to pass two examinations and "undergo probation by actual service in school."

A comparison of these required standards of qualifications for teachers with those which are required or permitted in our American States reveals a manifest weakness, probably the greatest weakness, of our school system. It is vain for us to comfort ourselves with the thought that a large number of the States have a plan of certificating teachers, and that the standard in these States is constantly being raised, when, as a matter of fact, most of the questions given in the examinations can be answered by the graduates of a good grammar school. Nor are we much helped by asserting, as we may in Massachusetts, that two thirds of the teachers are able to meet the requirements that are made in foreign countries. The fact remains that in our most favored States there are likely to be many ignorant and wholly incompetent teachers, who are put into their places by favoritism or on account of low salaries offered. The remedy lies in each State's establishing a minimum of qualifications which will approach in some degree the standard set by Germany; and in each State's providing a system of taxation whereby all sections will be able, without undue burden, to maintain the standard required.

Course of Studies.

Reference has already been made to the difference in general organization between American and European school systems, especially in the relation of the common elementary schools to the secondary. A similar comparison between these two classes of schools in various countries may be of interest. In France, schools are provided quite generally for children from two to six years of age. These schools, called mother schools (*écoles maternelles*), attempt but little formal instruction, the exercises consisting of object lessons of various kinds, drawing, singing, manual exercises, games, and the elements of reading and number. The schools in Germany and America that most nearly resemble the mother schools of France are the kindergartens, which do not begin so early or continue so long as the French schools, and have no exercises in reading or number. These schools also are much more limited in number than are the corresponding schools in France. Statistics show that the latter schools, together with the infant classes connected with the lower primary schools, register nearly half the children enumerated between the ages of two and six. The infant schools of England are regarded as a part of the public school system, and are found in most of the cities, especially in the poorer sections. These schools are for children between the ages of three and seven, and give exercises in singing, drawing, clay modeling, needlework, and the elements of writing, reading and number. Object lessons also form a prominent part of the program, and physical exercises, especially appropriate plays and games.

The schools in European countries which correspond to our primary and grammar schools all give instruction in reading, writing, arithmetic, language, geography, history, gymnastics, singing and drawing, and, in the higher grades, geometry. In the people's schools of Germany, nature study, elementary science and religion are taught in all grades. Object lessons and lessons in morals are given throughout the lower primary course in France. Manual training has been made obligatory in all the primary schools of France, but has not been generally introduced, — to the extent at least which the law designates. The subject is, however, receiving increased attention each year. The same may be said of manual training in the English and German elementary schools. In England, the subject includes carpentry, needlework, cookery, laundry work, housewifery and cottage gardening, in all of which the reports show an increasing number of pupils. The higher elementary schools of England and the upper primary schools of France offer subjects generally included in the English or general courses of our high schools, with the difference of beginning the subjects earlier and not carrying them quite so far. The lower classes of the high schools of Germany and France correspond to the upper classes of our grammar schools, but the studies are quite unlike, algebra, geometry, natural history and two or three foreign languages being taken up in the former schools before the close of the fourth year, which corresponds to the seventh year of our grammar schools. The fact that these subjects have been so long and successfully taught to pupils abroad from ten to fourteen years of age seems to favor their introduction into the upper grades of our grammar schools. It must be remembered, however, that the *lycée* of France and the *gymnasium* of Germany are intended for the favored few who expect to have a liberal education, while our schools are supposed to reach the needs of all. Yet there appears to be no good reason why geometry, algebra, the elements of science and one modern language should not be taught in our grammar schools, — and there are many reasons why they should be taught there. If, for example, French could be begun in the fifth grade of our schools and continued for two periods a week through the remaining three or four years of the grammar school, a good reading knowledge of the language would be acquired with little or no loss in other directions.

Much has been said of late in opposition to the present plan of electives in our high schools, and the success of fixed courses in German high schools has been cited as evidence of the unwisdom of our plan. But it must be remembered that there are various kinds of high schools in Germany, and that in cities and large towns a choice may be made among three or four schools whose curricula differ quite as much as do the various courses in a single school with us. Besides, there are certain positive advantages in having pupils of different aims in one school, not to speak of the economy permitted of uniting small divisions of two or more courses.

The Recitation.

The difference in aims and practices of education in the various countries is best shown in the character of what we call in America the "recitation." In Germany, the entire school day is divided into recitation or instruction periods (*Unterrichts Stunden*) of about fifty minutes each, with a pause from five to fifteen minutes in length between every two recitations. No time is generally allowed in graded schools for "study," as we use the term. The time of the recitation is given either to instruction by the teacher in the form of lecture or explanation, or to questioning for the purpose of ascertaining what the pupils know of the subject in hand. Sometimes the questions are given for purposes of instruction by what is called the "developing method." In all information subjects, as geography, history and nature study, the teacher lectures for several minutes at a time, and sometimes during the entire period. Close questioning by the teacher follows, upon the substance of what has been thus given. The questions are usually such as test the pupils' grasp of the subject and induce a full expression. As the number of pupils in each class of the graded schools is large, — frequently over fifty, — the difficulty of reaching all the pupils in individual recitations is apparent. Sometimes the difficulty is met by calling for written statements and sometimes concert answers are allowed; but generally one after another is called up, either to explain what has been taught or to repeat what has been said.

In other continental schools the German plan of recitation is generally followed. In France, however, the recitation appears to be less formal and the questioning less severe than in Germany, especially in northern Germany. Moreover, the relation between teachers and pupils in recitation seems of a more friendly sort than in Germany.

In England, the recitations, or lessons as they are called there, are more like those which are carried on in our own schools, where the periods are not so long as in the German schools, and where there is more dependence in instruction upon books and less upon the teachers.

Comparing the two forms of recitation, such as prevails in the German schools and such as is found in the best schools of America, we find certain positive advantages in each form. A complete oral presentation by the teacher of a subject in history, geography or science, or a connected and complete demonstration in geometry, is at once a model and an inspiration for the pupils. The rigid requirement for exactness in the reproduction by pupils of what has been given is a powerful means of stimulating close thinking, as well as exact and accurate expression. On the other hand, the friction of mind upon mind in the free expression of views such as is encouraged in our best schools is calculated to induce a self-directed activity and independence of thought in a way not possible by the lecture and its reproduction. Moreover, the habit acquired of properly using text and reference books which the American recitation induces ought to be a valuable aid to the young men and women when they leave the school. The incidental hygienic advantages of the shortened recitation and the favorable opportunities for study in school which a division of the school or class permits are considerations which ought not to be overlooked.

While all these advantages of the American plan of recitation are recognized as valuable, and while it is of great importance that the best features of that plan be retained, its possible disadvantages and dangers must not be lost sight of: those, for example, of breaking up the school day into too small portions; of rapidly passing from one subject to another; of too close dependence upon the text-book; and of a lapsing into memoriter lesson hearing. A good standard for us would be to hold on to the best we have, and to adopt such features of foreign practice as we see may be productive of good; such, for example, as the best features of the oral or lecture method, by which occasionally the teacher presents a subject clearly, comprehensively and interestingly, with a view of having it reproduced by the pupils.

Miscellaneous Notes.

Aids to Health. — Among the features of some of the State systems of European schools which Americans are sure to recognize as excellent are the means employed for the promotion of health, such as frequent recesses, systematic physical training and medical inspection. Of the means of physical training employed, no one plan perhaps would be suited to our needs; possibly we should want to make a careful selection from them all. The developing gymnastics of Sweden, the strength-giving exercises of Germany, the graceful movements of France and the active games of England, — all have their good points, and all perhaps will be included in the perfect system of the future.

In one city of Germany, Wiesbaden, the duties of medical inspectors include: (1) the examination of new pupils; (2) the keeping of a medical chart for every child not in health; (3) a medical consultation hour in every school; (4) inspection of class rooms, with respect to heating, lighting, ventilation, etc.; (5) lectures to teachers upon the health of children.

School Excursions. — Another practice followed extensively in Germany and Switzerland might well be imitated by us, both in the interests of health and of useful study, and that is, the practice of making excursions into the country. These outings are primarily for purposes of observation in geography, nature study, etc., and occupy various intervals of time, from two hours to several days. The long excursions are made possible through the kind co-operation of railroad officials and innkeepers, who reduce the rates to the lowest possible amount. I recall meeting in Switzerland six different classes of pupils in a single day, all being shown by teachers various geographical or historical features. In every case the children were orderly, and seemed much interested in what they saw.

Life Book. — There is a suggestion of what might be made of great assistance to teachers and parents in the life book made for all pupils of the French elementary schools. The entries every month are of such a kind as to record the progress made by each pupil during the entire course. If, in addition to certain tests, there could be written a statement from time to time in respect to some of the characteristics of each pupil, a record would be made which might be of great use in the matter of individual treatment, besides being of great interest to the pupils after they have left school.

Agriculture for Rural Schools. — The French course of studies provides for instruction in agriculture in the elementary schools, which may account in part for the extent to which the land is utilized for small farms. The course is intended for children from seven to thirteen years of age, and includes the elements of physics, mineralogy and chemistry, natural history, germination and growth of plants, soils, fertilizers, distribution and rotation of crops, treatment of pests, trimming and grafting of fruit trees, shrubs and vines. So far as practicable, the instruction is given by object lessons and actual practice.

Here is a hint of what is possible for our rural schools, to arouse such an interest in "scientific farming" as will keep more of the boys in the country, and help to make productive our worn-out farms.

Reforms.

Probably no question of school administration is more generally discussed in one form or another than that of how far the public schools shall be directly controlled by the people. Changes in the name of reform are constantly being made toward the centralization or decentralization of systems, the direction of effort depending upon their nature and history. Thus, in this country, or in that part of it where local control and support of schools are greatest, there is a disposition to adopt the practices of centralized systems by putting an increasing amount of power into the hands of small appointed boards, and by giving over to professional experts the direct management of the schools. In France and Germany, on the other hand, where centralization is greatest, the movement of reform is in the direction of giving the people more responsibility and greater power in the management of the schools, although as yet but little has been done in this direction. In England, great strides have been taken, first in making elementary education free, and recently in extending the benefits of secondary education by the establishment of the higher-grade board schools. The hold that these higher schools have upon the people was shown by the surprising opposition shown to the recent governmental measure of taking them out of the hands of the school boards, and of otherwise endangering their usefulness.

While these movements of centralization and decentralization in the interests of the schools are going on, we find that the schools everywhere are being adapted more and more to the needs of the people. Freedom of opportunity for the children and youth to do the most for themselves is keeping pace with the extension and liberalizing of the course of studies, — features which, as we have seen, are more apparent in America than elsewhere. While in a certain sense the means to be employed in reaching the great ends of education must be identical in all countries, it will be admitted that each country has its own peculiar problems to solve. The dangers as well as advantages of centralization and decentralization must be kept in mind by those who are shaping the educational policy. To us the greatest danger lies in bringing politics and favoritism into the management of the schools. In a letter recently received from an English educator, who has lately visited our schools after an interval of ten years, there was expressed the opinion that during the interval of absence the influence of politics in the schools had manifestly increased. This opinion from an impartial and friendly observer ought to open our eyes to certain positive dangers of local school management, and lead us to adopt to a limited extent some of the centralized features of other countries. The aim above all others which should now occupy our attention is the securing of skilled teachers and superintendents for the schools. That there has been a gain in this direction during the past few years there can be no doubt. To make secure and extend the gain thus made it will be necessary to make universal and obligatory the practices relating to appointments which now exist in the best-favored localities. All other reforms sink into insignificance beside that of securing for all parts of the Commonwealth efficient teachers and a wise direction of their work. It is interesting to note the similarity of reforms in this and other countries. In the last revised instructions issued to his Majesty's inspectors of England, and applicable to the code of 1900, the following paragraph appears: —

> The alterations made in recent codes have been mainly directed towards securing: (1) greater financial stability of schools; (2) more freedom and flexibility of classification among scholars; (3) a more liberal and practical curriculum for schools generally; and (4) provision for the special circumstances of small schools, especially in rural districts.

This statement of what has been done in England exactly describes the present direction of effort in Massachusetts. It is to be hoped that our efforts in the ways indicated will continue, until it can be said that the classification of schools and courses of studies are such as will permit the needs of each individual pupil to be fully met, and that the State and local support of public education is so adjusted that instead of a burden it will become to every tax payer a glad privilege, given in the interests of a more prosperous Commonwealth and a nobler manhood and womanhood.

American Standards and Ways of Improvement.

I am aware that most of the features of excellence in the practices of other countries here outlined may be found to some extent in our own country, and that we have only to watch their working under home conditions, and, if seen to be effective, to extend them. This, in fact, is the only orderly way of making and improving a system of schools. Good things in this country must not be imposed from without or from a central board, but must grow into favor with the people by discussion and successful practice. Such has been the course of every good feature of our schools which from extended practice can be called distinctively American, whether it had its beginning here or not. This may be said to be true of our primary school reading, our primary drawing and color work, our system of electives, the self-government of our pupils, and the organic connection of all parts of our school system. All of these features we have made our own by discussion and successful practice, and they may well challenge the attention and admiration of our friends across the water. To these will be added in the near future other features which are proving their excellence, and which will be all the more permanent and effective if they are clearly seen to realize our highest ideals after a successful trial.

JOHN T. PRINCE,
Agent of the Board.

DEC. 31, 1901.

Appendix B.

REPORT OF G. T. FLETCHER,

AGENT OF THE BOARD.

REPORT.

To the Board of Education.

My work during the past year, in general, has been along the lines followed in previous years, with a closer inspection of some schools receiving special State aid. It has been my purpose to keep informed of the educational conditions and needs of the four western counties of the State, — Berkshire, Franklin, Hampden and Hampshire. The large area of this section, the many country towns without railroad communication and the widely scattered rural schools limit the number of towns that can be visited during a single year to less than the one hundred and four towns of the section of the State comprising my field of labor. Through correspondence with school committees and superintendents, and various educational meetings, touch with school affairs in all towns is maintained. As nearly seven ninths of the fifty-four towns receiving aid from the State under the law of 1896, amended in 1897, are in the four western counties, much time has been spent the past year in inspecting the schools of these towns.

Educational meetings and conferences have had their usual prominence and influence. It is my purpose to meet the people, the school officials, the teachers and the pupils as often as possible in the interest of the schools. Teachers' institutes, to which citizens and the older pupils of the schools have also been invited, have been held in all of the counties, the towns selected for the purpose being as follows: Amherst, Becket, Cummington, Great Barrington, Ludlow, Monson, New Salem, Pittsfield, Russell, Sandisfield, South Hadley, Southwick and Whately. Seventy-one towns were represented by the teachers, and there was a fair attendance of school committees and other citizens. The subjects considered were varied and important, designed, in particular, to meet the everyday needs of the teachers in their school work. Instructors were secured with reference to their ability to give lessons or lectures upon methods of teaching different branches, to present the need of a broader culture and of higher ideals by teachers, and to impress more comprehensive educational views upon the communities. The conference method has been used with some success in the institutes to elicit questions and to secure statements from teachers regarding their school work and experiences. The fewer the topics presented by speakers and the longer the time for their discussion, the better the results through this method. With the extension of school superintendence to include all towns in the Commonwealth, institute work will undergo some changes, since superintendents are likely to indicate the most pressing needs of their teachers. It will also become much more valuable in its influence upon the schools, since the superintendent will aid and direct the teachers in application of what they may have learned at the meetings. The one-day institute for information and inspiration is of considerable value. The summer institute of a week or ten days in vacation time, inaugurated in 1891 at Laurel Park in Northampton, completed a decade of most valuable service in July, 1900. Western Massachusetts teachers have been greatly helped by this summer school. For another decade of years it may be well to hold a similar summer institute near the centre of the State.

Professional training, in order to be of the greatest value, must be continued for a considerable time. The summer session at the Hyannis normal school indicates what can be done most profitably for teachers during the long summer vacation. Many of the rural schools in western Massachusetts have a long vacation in midwinter. Provision has been made at the Westfield and North Adams normal schools to give special advantages to teachers during the winter session. Last year quite a number of teachers utilized these opportunities to great advantage.

The following circular indicates the exceptional advantages offered during the coming winter session of 1902: —

STATE NORMAL SCHOOL, NORTH ADAMS, MASS. — VACATION STUDY, SECOND SEASON.

It is our earnest wish to make our school in all its departments an aid to teachers who may desire to avail themselves of its opportunities during their vacations. We cordially invite any and all teachers to come at any time, for any length of stay, and to join us in our school life as observers or as regular students. Last year fourteen teachers accepted our invitation. The only condition of entrance is letters of introduction and commendation from school superintendents and committees.

If a teacher of several years of successful experience takes a year's course, a regular certificate is issued. For vacation study during short intervals a teacher may take active part in any subject, for which due credit will be given. When a sufficient number of teachers take the same subject, a special class will be formed. The laboratories, workrooms, libraries, gymnasiums, class rooms, are all wide open for regular class work or investigation or the making of apparatus.

Our training school has ten grades, including the kindergarten, and enrolls about six hundred children, placed in sixteen rooms. Our normal school building has sixteen class rooms, laboratories, etc., besides the assembly hall, offices and retiring rooms. The equipment is excellent, and much attention has been given to the esthetic adaptation, for we believe in knowledge and beauty. The outlook is attractive in every direction, and exceeds in beauty that of any other normal school in Massachusetts.

Our teachers and students all welcome the coming of teachers for vacation study, for they bring such an abundance of zeal, and purpose, and understanding, and craving for knowledge and power, that we all who are here continually feel the new impulses of life.

To the first of February the subjects are drawing, music, reading, manual training, gymnastics, language, literature, chemistry, mineralogy, zoölogy, physiology, geography, history, geometry; child study, observation and practice; kindergarten observation and practice; psychology and pedagogy of the kindergarten.

After the first of February the subjects will be gymnastics, drawing, reading, grammar, literature, physics, botany, geography, algebra, arithmetic, psychology, pedagogy, history of education, school organization and management, observation and practice in the training school, — kindergarten, primary and grammar grades.

The spring term begins Monday, Feb. 3, 1902. Teachers are urged to be present ready for the first day's work in the new subjects; otherwise, to come as soon as possible after the opening.

Tuition is free. Text-books are loaned to students. The cost for stationery is small.

There is no dormitory, but boarding places will be found for teachers who specially request that it be done for them, and who give sufficient notice of their coming. Board, including room, food, heat and light, costs $3.50 per week and upward, two in a room.

Catalogues will be sent upon application. If any further information is desired, it will be furnished promptly and cheerfully.

Address all communications to F. F. Murdock,
Principal.

Dec. 2. 1901.

This opening of our excellent normal schools to teachers in active service during the year is proving to be of great value to the country schools, and the opportunity will be gladly accepted by those teachers who wish to keep in touch with the best modern methods. School committees and superintendents should recognize, in the employment of teachers, the value to the schools of the service of those who take pains to make the most of their time and opportunities in preparation for their work. The State, having furnished normal school advantages and having contributed larger aid to towns for the employment of teachers of exceptional ability, has a right to expect that towns will secure the services of qualified teachers. Many personal illustrations of the value of a vacation course at a normal school might be given. The following will serve as an illustration. A teacher in a country town manifested so little interest and ability in her work that further employment was conditioned upon vacation attendance at a normal school. She went to the North Adams Normal School last winter. While there she was seen by her superintendent, to whom she expressed, with much feeling, her gratitude for his advice. She said: "I never before realized the nature and value of right teaching. The opportunities here are a revelation to me of what a teacher should be and do." I visited her school the next term, to find her manner and methods revolutionized. So good was her work that State approval was granted. She will return to the normal school this winter.

Summer Session of Normal Schools.

As most teachers have no long vacation until summer, during July and August, and as many of these need and desire advantages for professional work, it seems just that the normal schools should furnish opportunities for study during the summer vacation. The State has invested a large amount of money in buildings and equipments that should be utilized throughout the year.

Some of the normal school teachers would be glad to render service for a reasonable compensation during a term of several weeks, and other able instructors are available. Through the regular sessions and vacation opportunities the normal schools can reach all classes of teachers.

The Corps of Public School Teachers.

Some increase the past year in the number of college and normal school graduates teaching in the public schools, including the schools of rural communities, is in evidence. The record of success, due to broad scholarship or to special training, has been, upon the whole, satisfactory. The college-bred woman has carried into school work habits of study and resources of knowledge that prove stimulating, especially to older pupils. In some small rural schools the college woman has taught the common branches of study well, and has fitted older pupils to enter advanced classes in high schools. Some of this advanced work has been done evenings in the homes. Some parents needing the home help of the older children, and some not able to meet the expenses of sending them to school in other towns, have been greatly aided by the coming to the rural community of a well-educated young woman as teacher. The normal graduate has brought to her work an enthusiasm and plan begotten of association, instruction, and practice teaching in a professional school. These two classes of teachers, not all equally successful, have come into country towns within a few years more frequently than formerly, because of extra State aid. Of course the personal factors of natural ability and adaptability, of talent and of tact, have been determining influences in securing good results. Learning and training will not insure success in teaching, but their great value is evident.

Teachers of Experience.

Teachers possessing good natural ability and a scholarship that has kept abreast of the demands of the times, gaining in excellence of method through study and a careful consideration.

of the problems of daily school life, are an educational force. But experience which is measured only by years of "keeping school" without growth of mind or progress in method is of little value; often it is productive of harm, through the wasting of the time and the dwarfing of the powers of children.

YOUNG TEACHERS.

Some very young women, who have had only a common or high school education, with no experience in teaching or special training for the work, are employed as teachers, generally in rural schools. There must be a beginning in all vocations, back of which there is no personal experience; but principles have been discovered and methods evolved in the past of which the present has an inheritance. Experience has been attended by serious mistakes, which should not be repeated; it has also won great successes, which should be utilized. Teaching as a profession is founded upon principles based upon the laws of mental activity; hence, right methods may be learned by observation, by study, and by some practice under the direction of skilled teachers. There are many young women possessing good natural ability and fair scholarship who desire to become teachers. They should be encouraged to make the best preparation possible for such important work, and, therefore, to attend some normal school or some teachers' training school. Observing in some good school, giving help to children, doing a little practice teaching under the direction of the regular teacher, — all this is helpful. Joining the teachers' class of the school superintendent and taking a pedagogical reading course under his direction may also be helpful.

STATE AID TO SMALL TOWNS.

The distribution of a larger sum each year from the income of the State school fund to towns having a valuation less than $3,000,000; the special aid granted to towns whose valuation is less than $350,000, in order to increase the wages of teachers of exceptional ability; the reimbursement by the State of high school tuition paid by towns having a valuation less than $500,000; and the annual payment of $1,250 to a group of towns uniting to employ a superintendent of schools, — all this is evidence of the generous co-operation of the Commonwealth with the towns for the improvement of the schools. While this aid enables some small towns to provide adequately for the common and high school education of their children, the limits of valuation above which aid is not granted leave many towns with a burden heavier than they can carry. For illustration, take two adjoining towns in Berkshire County, — Monterey and New Marlborough. Monterey, with a valuation less than $350,000, a tax rate of $16.67 on $1,000 of valuation, and a tax rate for the support of schools of $4.23 on $1,000 of valuation, received from the State, in the year 1900–1901, $651 for teachers' salaries and reimbursement of high school tuition. New Marlborough, with a valuation a little more than $500,000, receives nothing from the State for teachers' salaries or high school tuition, but will pay this year $324 to Great Barrington for tuition of high school pupils. Certainly New Marlborough is quite as needy as is Monterey of State aid. These restrictions of State aid to towns of a specified valuation work as unfavorably and unfairly to many towns as to New Marlborough.

We are justified in affirming that every child in the State is entitled to the privileges of a good common and high school education, and the State is practically committed to the policy of securing these advantages to pupils in towns not able to furnish them; and no valuation of a town should deprive it of aid needed for the education of its children. Most of the boys and girls now in the schools of country towns will give, in their manhood and womanhood, the results of their education to the State and the nation in towns and cities other than those in which they were born; hence, the Commonwealth should share in the educational burdens of these rural towns.

Increase of Teachers' Salaries in Small Towns.

It has been demonstrated that an increase of wages without a careful selection of teachers and a critical inspection of their work does not necessarily result in better teaching in the schools. A more strict application by the State Board of Education of the law of 1896, amended in 1897, united with a closer inspection of the work of teachers by agents of the Board, has been productive of good results the past year.

Committees and superintendents have been more careful in the selection of teachers for whom State aid is requested, and school officials and teachers have come in some measure to realize that better work for better pay is expected. Still, results in many schools are far from satisfactory. Only by a fair expenditure of money for the support of schools by the towns, with all needed co-operation by the State, can sufficient means be available for the employment of qualified teachers, and even then the problem of how to secure good teaching in our schools will not be solved. The wise selection of teachers and the skilful direction of their work are of vital importance. "Exceptional ability" is a relative term, standing for higher qualifications, in some respects, where it commands a salary of $800 a year than wages of $8 a week, but it means the best possible qualifications for the position to be filled. There is a great difference between the personal and the professional qualifications of those who may be secured to teach for comparatively small wages in rural communities. Smaller expenses, some attractions of country life, and the need of gaining larger experience for positions paying higher salaries, are inducements to teachers of natural ability, experience, culture or training to teach for a time in a country school. It is the business of the school committee or the superintendent to use discrimination in securing the best teachers available. The success of some superintendents in this direction shows what may be done. The highest good of the schools is the only object to be kept in view. If an increase of wages has rendered available a better class of teachers, it has also called into the field others who seek places mainly for pecuniary profit. If teaching is to hold its newly acquired place as a profession, those seeking to enter it must expect to make special preparation for it.

The State in establishing normal schools, and the people in maintaining them through taxation, have a right to demand that persons wishing to teach shall avail themselves of all possible opportunities for becoming equipped for the work. The requirement of a high school education, or its equivalent, for entrance to a normal school, to be followed by courses of two or more years of preparation to teach, should suggest to bright, promising high school graduates who desire to become teachers the proper course to pursue. Superintendents can hardly entertain the presumption that these young girls are at the outset teachers of "exceptional ability." If natural ability and fair scholarship have developed some aptness to teach, so much greater is the reason that such talent should be cultivated. When only an inexperienced, untrained teacher can be secured, she should for a time receive from the superintendent most careful instruction and direction in methods of teaching.

School Committee Service.

In cities and in most large towns the service of the school committee has come to be adjusted to a proper relation with the work of the superintendent of schools. In some small towns forming district superintendencies the same favorable condition exists; in others, unfortunately for the good of the schools, the proper relation of the committee to the superintendent is not recognized. After the employment of a superintendent, all duties that can be better performed by him than by the committee should be delegated to him. Only by hearty co-operation of committee and superintendent can the best results to the schools be secured.

Extension of Superintendence in 1901.

Through organization and reorganization of districts, twenty-one towns have come under new or changed conditions of supervision of schools in western Massachusetts during the past year. Hinsdale, Peru, Savoy and Windsor; Lee, Monterey, Otis and Tyringham; Blandford, Huntington, Montgomery and Russell, — formed new districts. The breaking of the Deerfield district, and the retirement of Orange from a district to maintain superintendence alone, led to the union of Bernardston, Hadley and Hatfield to form a district, and to the union of Erving, Leverett, Shutesbury and Wendell. Pelham joined Amherst, and Leyden united with the Northfield district. There are now only eighteen towns in the four western counties not under special superintendence of their schools, — in Berkshire, seven; in Franklin, three; in Hampden, two; in Hampshire, six.

If school committees show a certain consideration of the needs of other towns, the completion, through organization and reorganization, of the State's policy of universal school superintendence will soon be possible. Otherwise, a few towns are likely to remain "stranded" because of isolated conditions, unless the law is modified to meet such cases. After some years of trial it may become necessary for the State to arrange a comprehensive plan of town unions for school supervision.

The Mission of School Superintendence.

The mission of school superintendence is to learn, to instruct, to direct, to co-operate. Under the voluntary system of supervision, with no duty defined by law to govern the action of the superintendent, he will show discretion by contenting himself with "learning the situation." When knowledge of conditions enables him to instruct, committees and teachers will generally be ready to learn. If he is tactful in presenting good measures for the improvement of the schools, direction of them will be placed, to a large extent, in his hands. When he has won confidence and leadership by wise action, he will seek the co-operation of all persons interested in the welfare of the schools. Superintendence is strong or weak to-day because of the strength or weakness of the superintendent in leadership. Committees help or hinder progress by support of or opposition to wise measures for the improvement of the schools. The superintendent has to find his place by making his work so valuable as to be recognized as necessary. Personality, education, experience in teaching, ability to win men and to manage affairs are elements of success. Authority and responsibility must be accorded to the superintendent, to render his work most effective. As an educator, he should be competent to arrange courses of study adapted to the needs and abilities of children, — courses that are elastic rather than iron-clad, capable of being adjusted to changing conditions. The superintendent should watch closely methods and results, and in considering these the opinions of the teachers should have weight. The superintendent's vital touch with the teachers is in the schoolroom. The crucial test of methods and results of teaching can be found only there; hence, much of the superintendent's time must be spent in visiting schools, carrying, in manner and words, sympathy and cheer to teacher and pupils. To originate practical plans for school work, the director of affairs must have a personal knowledge of the conditions under which teachers and pupils work. He should test his theories by observation of the results of their application in the school. Young, inexperienced teachers need frequent suggestions, and help is often most timely during the progress of a recitation or at the close of a session. Superintendence needs to be at shorter range than from office to school through written directions, or even through teachers' meetings, which are too often a weariness to the flesh rather than an inspiration to the mind.

Rural School Supervision.

Peculiar duties devolve upon the superintendent of a district of several towns, each one of which has conditions of its own. Weather, long distances and bad roads are circumstances to be taken into account. Physical endurance is a question of serious importance among the mountain towns. To travel twenty-five or thirty miles on stormy days in a carriage and visit several schools long distances apart is no easy task, as I know by experiences with country superintendents on their round of visits. Homes of members of the school committee are often miles apart. The superintendent can seldom meet the board as a body. Visits cannot be frequent to each school in from three to five towns constituting a supervision district; hence, the coming of the superintendent must be made very helpful to teachers and pupils. He should have prepared a simple but comprehensive course of study that will guide teachers in the work of fitting pupils for a high school if they plan to attend one, or for active life if their school days end when they leave the country school. Pupils beginning their first term at school, and some completing their last, with those representing all of the years between, may be found in rural schools under one teacher. That she should have "exceptional ability" is evident. Training and experience are requisites here, if anywhere. The finely graded city school plan will not fit conditions where one teacher must do, in a measure, the work of eight in the cities. The course of study must embrace the essential subjects necessary for high school entrance, and emphasize fundamental principles and processes, but all minor details of small value must be omitted. While the schools need not and cannot be closely graded, the pupils may be taught in three or four quite distinct classes, which may overlap one another, pupils being in different branches in different classes. That substantial work can be done in good rural schools is evident by the product, some pupils from them taking first rank in high schools, others making their mark in the stress of active life.

The superintendent in his visits must critically test the value of the teaching and the studying, giving oral or written suggestions as occasion requires. Teachers' meetings, with definite plans of help for the town and the district, should be held as often as practicable.

Educational Tendencies.

The tendency of the times educationally is towards more of study and recitation in the schoolroom than is advisable, especially for young children in graded schools. Repression of bodily activity, so natural to childhood, and undue stimulation of mind in impure air are conditions often existing in schools, and they are not conducive to health or to the acquisition of knowledge. Children need freedom for touch with nature, for participation in the duties and pleasures of home life, more scope for the exercise of natural tendencies and powers that may indicate the trend of the mind. The proper study, at the right time, of objects and books in the school, is not to be neglected, but much of detail work may be profitably omitted. Education is through and by means of life's varied activities, not simply a preparation for them. It is a plant of slow growth, not a hothouse product of undue stimulation of brain and nervous energy, at the sacrifice of bone and muscle, heart and stomach. City life and city schools afford less opportunities for outdoor employment than were formerly available. Once boys cut the wood and built the fire at the schoolhouse, and the girls swept the room; now a paid janitor does this work. Pupils "in bygone days" walked from one to two miles to and from school, often through deep snow drifts; now many of them ride in carriages or cars less than a mile through streets having good sidewalks. Strenuous life is not developed by these changed conditions, though consolidation of country schools renders conveyance of some children necessary. The pressure of work from primary to high school inclusive under the present courses of study emphasizes unduly brain work at a period of life when bodily activity and open-air exercise are essential to health. "It is easier for the child to do than to think;" he needs to combine play and manual occupations with study of nature and books, to learn to do by doing. A well-equipped Massachusetts truant school, as at Oakdale or North Chelmsford, in which boys work in the basement, the laundry, the kitchen, the dormitory, shed, barn, shop, garden and field, with a few hours of hard study of books followed by recitations in the schoolroom, has some marked advantages over the graded school. No wonder that certain boys prefer to return to the truant school rather than to win the distinction of having their names in the newspaper "roll of honor" because "not tardy or absent from the public school during the year."

The graded school through its teaching should help the city pupil to become acquainted with all phases of social and industrial life that constitute his environment, with the physical conditions in the domain of nature within the range of his observation. The history of the city and the biography of the men and women whose influence laid the foundation upon which its growth and prominence are based should be studied. The country boy and girl, on their side, have advantages for the study of nature and for the development of mind and body through the activities of everyday life. The school has it in its power to broaden their knowledge of the farm, as well as, through books, of the larger world beyond their experience.

Enrichment of courses of study is not accomplished by overloading them; filling the memory with facts is not educating the mind. The youth needs, indeed, to know something of many subjects; but to have studied a few thoroughly is to have gained power to deal with the rest.

There needs to be a larger training of ability to do, — a combination that shall so enlist physical, mental and moral elements as to prepare children to become healthy, happy, useful men and women. Many educators feel that expansion of courses of study has gone beyond the limit of a wise adjustment of means to desirable ends, and that increased attention to the education of mind and body, through a proper combination of manual employment and the study of books, is demanded. The development of men and women having a sound mind in a sound body, and prepared to do well their part in the new century, is the educational problem of the present.

GRENVILLE T. FLETCHER,
Agent of the Board.

Appendix C.

REPORT OF J. W. MACDONALD,

AGENT OF THE BOARD.

REPORT.

To the Board of Education.

It is evident that the routine work of your agents can change but little in kind from year to year, though there are many features of the work in general that give it variety and special interest.

During the year just ending I have made school visitations in fifty-seven cities and towns, some of which needed but a single day, while others required from two to eight days. I have visited three hundred and thirty-five schools, or different teachers, and have made five detailed written reports, covering one hundred and fifty-five of them, to the respective school committees or superintendents. I have planned and conducted six single-day teachers' institutes, and, with the help of the North Shore Summer School Association, the Salem Summer Institute, which continued for two weeks. I have attended sixteen State teachers' institutes, requiring a total of twenty-four days, speaking as a rule twice each day. In addition to these, I have served at a dozen teachers' meetings and as many more public meetings of various kinds. I have been compelled to decline invitations to speak on many occasions, particularly at county conventions.

My correspondence, especially in the first part of the year, while arrangements for the Salem Summer Institute were making, was very large and somewhat burdensome, and again during the three fall months; but I have managed to get through with it without getting much behind. Many of the letters received required quite lengthy replies.

With the Pan-American Exposition at Buffalo, N. Y., and the National Educational Association meetings at Saratoga, N. Y., this was an off year for summer institutes generally, and the one at Salem suffered, like the rest, a diminution of attendance, although the program was one of the strongest that the institute has ever offered. There is reason to believe, however, that the attractions named above were not the sole causes for the diminished attendance. This was the fifth season that the institute had been held at Salem, so that it has become something of an old story to the teachers within a convenient distance, a large part of whom had attended one or more seasons previously. The time then seems to have fully come to change the place of holding the institute to another part of the State, where it will be more accessible to a new body of teachers.

That this institute has been productive of much good educationally to those whom it has reached will be readily acknowledged by those who have had the chance that I have had to see the results. I have visited teachers before they had attended a session of this summer school, and have seen it work a complete change for good in their management and in their methods of teaching.

The year has not been marked by any special or striking changes, so far as the schools have come under my observation. There is a growing disposition to drop formal number work out of the first and even the second year of the primary grades, which seems to me a step to be commended, and in the interest of increased efficiency in arithmetic in the end. It is possible that a little less haste to begin some other subjects in some of the other grades might make for better results in the end also. It may be true that it is best for pupils that most of their studies be a little above their easy grasp; but in my opinion too much forcing of this kind, especially in the case of young children, is a far greater evil than too little.

The tendency to take up subjects, or, what is more common, to take up certain phases of subjects prematurely is the peculiar temptation of schools where there is but a single grade to a room. Here the teacher has time for constant prodding, and every one knows how easy it is, by a mouthing process, to push most children far ahead of their assimilative powers, and how easy it is for teachers to mistake the results thereof for real educational progress. As an illustration, a teacher of a second grade had spent considerable time in teaching her pupils about Michelangelo, and on a visit I made to the school she tried to have them tell me what they had learned. The only information about him that they seemed to be able to give me was that "he was a man that lived once and made pictures." Their attention was called to some small copies of two or three of his pictures that adorned the school walls, the names of which they gave, together with some information about them nearly as valuable as that which they had given of the painter himself. They did not appear to me, however, to show any special admiration for the pictures, and in comparison with some that were posted on a fence near by to advertise an agricultural fair, they preferred the latter. It was very evident that their knowledge of Michelangelo's life and works had not materially biased their judgment. After a week's instruction a fourth grade had reached this conception of latitude and longitude: "They are lines on the earth that tell you where you are going;" and in a fifth grade a long struggle with the ecliptic had developed the impression that "it is the line on the earth where the sun shines." In a third grade that had been studying scientific physiology "with special instruction as to the effects of alcoholic drinks, stimulants and narcotics," the following conclusion regarding alcohol had been reached: "It is something like water, and if you drink any of it, it will make your heart beat, and your bones will break."

Let me say that these illustrations do not show the results of poor teaching, for in at least three of these cases the teachers were fairly efficient; but in my opinion they show the condition of the residuum in the pupils' minds of instruction that they are too immature to understand, and that they cannot properly comprehend because they have not the necessary fundamental knowledge and experience to work from. I do not mean by this that the subjects mentioned are as a whole too advanced for the grades from which I have taken the illustrations, but that the particular features to which I have here alluded are. In truth, there are many things in these subjects that are entirely adapted to those grades, and should be taught in them; and if the instruction is properly limited, so that the child can comprehend what he is taught and be able to use it in getting more advanced knowledge, far better results will be attained. It seems to me that such instruction as I have illustrated tends to cloud the child's mind instead of enlightening it.

The illustrations I have given are taken from the four lowest grades, where the particular fault I have mentioned is perhaps most common; but it is not entirely lacking in the grades above, and even in the high school. There is, however, in these upper grades a fault, as it seems to me, that is much more common, and produces almost identically the same results as the fault shown in the illustrations given above. In this case the things taught are not of themselves beyond the easy comprehension of the pupil, but are made to be so because the pupil either lacks some fundamental knowledge necessary to make them intelligible, or possesses it in so vague, inefficient and unintelligent a way that he can make no use of it. This fault is very common in schools where the teachers are crowded with work, and especially in high schools. An illustration, taken from an extreme case, to be sure, will show what I mean. I visited an ungraded country school a few weeks ago, and found the teacher "hearing" a class of three pupils in arithmetic, the highest class but one in the school, and corresponding, if judged by the age of the pupils, to about the seventh grade. The pupils were working out examples on the blackboard, one of which was as follows: "Given two fields, one 80 rods square and the other twice as long and one half as wide; which of them will it cost the more to fence, at $2.50 a rod, and how much more?" Two figures had been drawn to represent the fields, one a square with 80 marked on each of its sides, and the other a parallelogram with 160 on each of its two longer sides and 40 on each of the other two. As the boy still had difficulty in working out the problem, the following colloquy ensued between teacher and pupil: —

Teacher. — How long is the square on one side?

Pupil. — Eighty rods.

Teacher. — How long on all four sides?

Pupil. — [After figuring it out on the board.] Three hundred and twenty.

Teacher. — Three hundred and twenty what?

Pupil. — [After a long gaze.] Rods.

Teacher. — Yes, 320 rods. How many rods in one of the long sides of the other field?

Pupil. — [After some time.] One hundred and sixty.

Teacher. — Yes. How many in both the long sides?

Pupil. — [Figuring it out on the board.] Three hundred and twenty.

Teacher. — Yes. How many in the two short sides?

Pupil. — Forty.

Teacher. — Forty in one of them, but how many in both?

Pupil. — [Thinking.] Eighty.

Teacher. — Yes. Add 320 and 80, and find how many rods clear round.

Pupil. — [Doing it on the board.] Four hundred.

Teacher. — Yes. Then how many rods more is it round the second than the first?

Pupil. — [Figuring it out.] Eighty.

Teacher. — Yes. Then you have 80 rods more to fence. How much would they cost, at $2.50 a rod?

The boy figured this out, and got the answer correct. He was then asked to explain the problem, and much time was spent in getting the explanation straightened out. The teacher then asked me if I would give the boy a problem. I replied that I would ask the class a few simple questions, and would like to have the pupils make the computations mentally, and proceeded as follows: —

Question. — How many inches in a foot?

Pupils. — Twelve.

Question. — How many in 2 feet?

Pupils. — [After much effort.] Twenty-four.

Question. — How many feet in a yard?

Pupils. — Three.

Question. — How many in 2 yards?

Pupils. — Nine.

Question. — [Repeating.] How many in 1 yard?

Pupils. — Three.

Question. — How many in 2?

Pupils. — Nine.

Question. — Then twice 3 is 9?

Pupils. — No, 6.

Question. — How many feet in a rod?

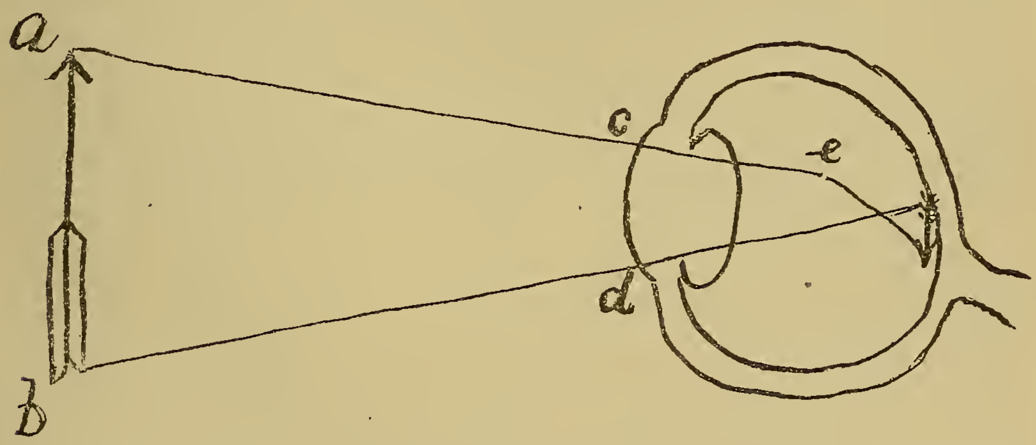
Pupils. — Sixteen and a half.

Question. — How many in 2 rods?

This the pupils could not do. I asked them what twice 16 is, and after something of an effort they gave the correct answer. "Then what is twice 16½?" I asked; but they could not compute it mentally. They undertook, however, to do it on the board, and after some figuring got 321 for the answer. I expressed surprise that, as there are only 16½ feet in one rod, there should be 321 in 2; but the pupils did not seem to see in this anything to be surprised at. Thinking to get at it in another way, I asked what twice 2 is, and they replied "4." "Then what is twice 2½?" I asked. They could not do this mentally, but worked it out on the board and got 41, and this seemed to them a perfectly reasonable result. Now, these pupils were not especially stupid, although, judged by the above incident, they may seem so. They had apparently not been trained to an adequate conception of number, and had not had sufficient practice to give them facility in arithmetical processes. It is to be noted that the present recitation consisted of but one example for each pupil, worked out and explained with the aid of the teacher as shown above, and this seems to have been a sample of the drill they had usually had. With elementary arithmetic thus imperfectly grasped, any problem, however simple, would be difficult for them and often beyond their powers.

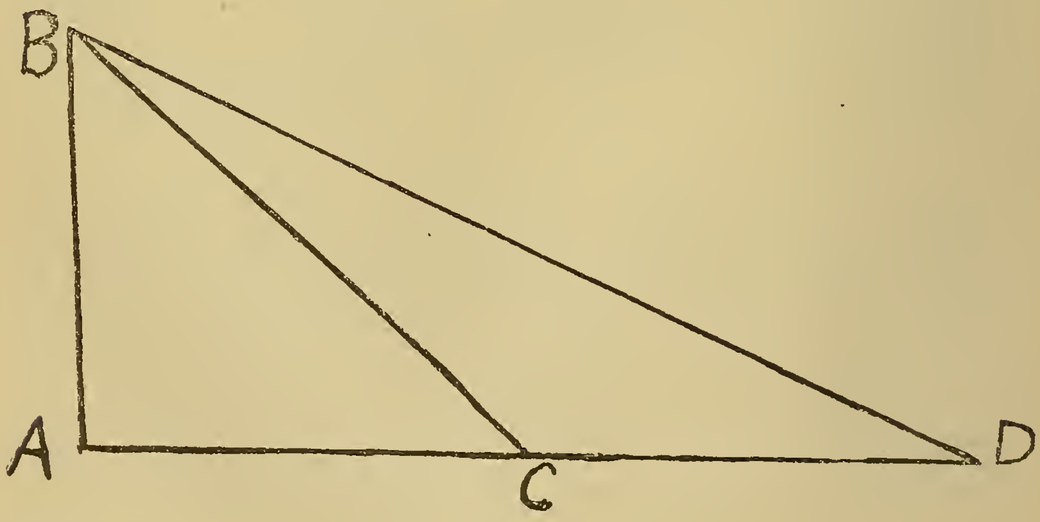
The foregoing case is an extreme one, but it illustrates a condition that too commonly exists, though in a less degree, in other grades, particularly in the upper grammar grades and in the high schools. There are few cities and towns in the State that do not furnish illustrations of it. In a grammar school of three grades, the sixth, seventh and eighth, I heard a recitation of the sixth grade in geography. The pupils were describing countries by the glimmering ideas they had gotten of them from the text-book, and were locating them in the cold, cool, warm and hot belts, as well as they could. There were no references to maps or to a fairly good globe that stood in a corner of the room. Suspecting that the pupils had little comprehension of what they were reciting, I asked what they meant by those belts. The only reply I could get was that "one of them is cold, another is cool, another is warm, and the other is hot." Bringing forward the globe from its corner, I asked whether some one of the class would not come to it and show me where those belts are located. No one would venture except one boy, and he located the cold belt around the north pole, extending halfway to the equator; from there to the equator was the cool belt; from the equator, halfway to the south pole, was the warm belt; and the rest, around the south pole, was the hot belt. Yet on the foundation here laying was to rest subsequent work in geography and history.

In a high school that I visited I heard the lowest class recite in physiology. The pupils never had received any instruction in either physics or chemistry. The topic the day of my visit was "the eye, and how we see." The pupils were trying to tell what they had "learned" (from the book), and were making a pretty sorry showing of it. At last I asked the teacher to have some of the pupils draw a figure of the eye, showing what they were trying to explain. Only two of the class would attempt it, and the better of the two figures was drawn thus: —



The only thing that the pupils felt sure of was that "the figure of the arrow on the retina is upside down, but we see it right side up" (the text-book was their authority for this), and that the light from *a* enters the cornea at *c* and from *b* at *d*. Being asked if rays of light from *a*, for example, do not reach and enter the cornea at other points besides *c*, they thought not. The only explanation they could give of the bend at *e* in the ray of light from *a* was that "the figure on the retina must be upside down." These pupils, as I have said, had never studied physics, and knew nothing of the laws of the refraction of light or of any other laws which explain the process of vision; hence the above showing is not strange.

I could give scores of similar illustrations from classes not only in physiology but in physical geography, both of which subjects depend for their interpretation largely on physics and chemistry, but both of which in most high school courses of study precede physics and chemistry. In geometry similar cases of faulty teaching might be cited, where the study is well-nigh useless, from the fact that the pupils have gotten no clear or adequate comprehension of fundamentals, such as ratio and proportion or the true nature of geometrical concepts. For example, a class was found laboring with the measurement of angles by arcs, and seemed utterly befogged; and the teacher thought the class stupid. A little questioning disclosed the fact that the pupils had no correct idea of what angles are, and saw no reason why they could be measured by arcs rather than by foot rules, although they had been through the propositions that dealt with that matter; and they were perfectly willing to accept a suggestion of mine that possibly angles of triangles could be measured by the lengths of the opposite sides. For instance, they were willing to believe, after having been through all the propositions that treat of the measurement of angles, that the angle A B D in the following figure is twice the angle A B C, if the line A D is twice the line A C.



Imagine these pupils studying trigonometry, to say nothing of continuing in geometry.

Nearly all the instruction attempted in rhetoric proper, — by which I do not mean such things as mere punctuation, capitalization and the concordances of grammar, but the more abstruse principles of the subject, such as style, for example, — nearly all the instruction attempted in rhetoric in the high school is more or less open to the foregoing criticism. Rhetoric is generally placed early in high school courses, and the reason given is that it will help the pupils to appreciate the English literature that they are to study. It seems to me, however, that the reading of a considerable amount of English literature is needed to form a basis for the comprehension of rhetoric. Rhetoric is distinctly a science, of which composition and the appreciation of literature are the arts; and the best educational road is usually through the associated arts to the science, — rarely or never the reverse. Afterwards, it is true, the knowledge of the science reacts and helps the arts. To illustrate the statement respecting the teaching of rhetoric, the following question was put to a pupil in my presence: "Compare the styles of Scott and Addison." As a basis for this comparison, the class had read a few chapters, perhaps a dozen, of "Ivanhoe," and one of the "Sir Roger de Coverley" papers. Now, it is evident that to intelligently answer the above question the pupil should have read not only a great part of all that Addison and Scott have written, but also much from other writers, to have gotten anything like an adequate ground for his judgment. It was not strange, then, that the pupil should give the following answer, — though it did surprise me that the teacher (it was one of the largest and strongest high schools in the State) should accept it as satisfactory: "Scott wrote longer stories than Addison, — there was more to him, — there was more plot." I mention this incident to illustrate still another fault, far too common in grammar and high schools, both large and small, — a fault for which the teacher is wholly to blame. It is the acceptance of vague, meaningless or irrelevant, and even wrong, answers. In the above case, for instance, even if there be injected into the answer all the sense that one can imagine to have been intended, there would still be nothing in it that could properly be considered a comparison of the styles of Scott and Addison. In a recitation in Shakespeare's Julius

Cæsar the question was asked, "What did Cæsar think of the conspirators?" and the accepted answer was, "He knew that they were coming." Later in the same recitation the teacher asked a pupil, "Why was Mark Antony allowed to speak at Cæsar's funeral?" The reply was, "Because they [the conspirators] were afraid not to let him." As this answer was accepted, and the recitation was proceeding, I requested permission to ask the girl reciting to show me her authority for the opinion she had expressed. As this was a new idea to her and the class, I had to explain that in a literary work like the play of Julius Cæsar the answer to a question such as the teacher had asked was not a matter of mere guessing or of unsupported opinion, but should be based on something said in the play that would indicate that it expressed the author's intentions. The pupils finally saw the point, and the girl admitted that she had no such passage in mind. A search was then begun, with the result that the only passage to be found bearing on the matter was the one where Cassius, remonstrating with Brutus for giving Antony permission to speak, says: —

> Brutus, a word with you:
> You know not what you do. Do not consent
> That Antony speak in his funeral.
> Know you how much the people may be moved
> By that which he will utter?
> . . . .
> I know not what may fall; I like it not.

After this the girl gave an answer to the question that was in a measure correct.

These loose, irrelevant answers, accepted by teachers, are very common, not only in literature recitations, but in history, geography and science recitations. When I have asked teachers why they permit them to pass, they generally give as their excuse that they "do not like to criticise the pupils too closely, for fear of discouraging them from talking." Better, in my opinion, if it must be so, discourage them from talking than to permit them to cultivate so loose habits of thinking and speaking. In comparison with such answering as I have just illustrated, silence is indeed golden. But I do not believe that holding pupils up to clear and correct statements does discourage them from talking. Pupils, as a rule, like to feel that they are doing correct work both in learning and in expressing ideas, and will make strenuous and repeated efforts to this end, if the teacher will properly encourage them. This was well shown in the case last cited. The girl was manifestly pleased at being given an opportunity to correct her answer; and she showed no reluctance, but an eagerness instead, to explain as soon as the correct explanation broke upon her. On the other hand, it is the befogged state of a pupil's mind, resulting from this loose instruction, that more frequently begets in him an unwillingness to talk, as may be seen in many classes.

A great deal of the poor results of the study of the languages comes under the class of faults that I am now criticising. These results show themselves in every phase of the study, but most conspicuously, perhaps, in the work of translation. In spite of all that has been said on this subject in institutes and conventions, there are some teachers who seem to have no adequate conception of what language teaching should be. There is a great deal of good language teaching in the high schools of the State, but there is also, I am sorry to record, a great deal that is poor. The following is a fair sample of the English translation that you will hear in a quarter or a third of the high schools of the State. The high school from which it was taken had four teachers, and the class was conducted by a college graduate, as indeed were all the high school classes from which I have taken the illustrations given above, except one. The lesson was in part the twenty-first chapter of the first book of Cæsar's Gallic war. Three pupils, with some assistance from the teacher, took part in the translation, and the finished product was as follows: —

> On the same day he [Cæsar], having been made certain by explorers that the enemy had settled under a mountain eight miles from the camps of himself, he sent those who should find out what might be the nature of the mountain and what might be the ascent to it in a circuit. It was announced to be easy. At the third watch he commanded Titus Labienus, a lieutenant for a prætor, with two legions and with those who had learned the journey, to ascend the mountain, and he shows them what his counsel may be. He himself

at the fourth watch by the same journey by which the enemy had gone hastens to them and sent all the cavalry before himself. Publius Considius, who was held most skilful in military things and had been in the army of Lucius Sulla and afterwards in the one of Marcus Crassus, is sent ahead with the explorers.

In this translation it was evident that the pupils were paying chief attention to the word forms, and very little to the meaning or the connected thought of the chapter. The principal fault in the above does not seem to me to be so much in the bad English of the pupils as in the impression that the teacher allowed them to retain that the translation was satisfactory. Pupils, even with the best instruction, are prone to make such translations; but if they are led to see their faults and to keep striving to correct them, the effect on their English will be good, not bad, as in a case like the above. Some teachers make a practice of correcting the pupils' errors by translating the text for them; but this does not seem to me so advisable as to lead the pupils to a clear comprehension of the meaning of the text, and then to keep them striving to render it accurately and fully in idiomatic English. This puts them in the attitude they should always hold towards the expression of their own thoughts, and will give them the training they need for this purpose.

But the language teaching illustrated by the case cited above is not the worst kind that one finds. There is a method, if it can properly be called a method, that is still more reprehensible. A single illustration of it will suffice. The following passage from Cicero's first oration against Catiline, chapter III., was part of the lesson: —

Etenim quid est, Catilina, quod jam amplius expectes, si neque nox tenebris obscurare coetus nefarios, nec privata domus parietibus continere voces conjurationis (tuae) potest? si illustrantur, si erumpunt omnia?

The following dialogue, in which the teacher's part is put in italics, will give an idea of how the recitation was conducted, but not of the hesitancy and slowness with which the performance moved on. The part of the recitation of which the following is a nearly verbatim report took nearly fifteen minutes, though the lesson was a "prepared" one. One girl in the class did somewhat better. A pupil was called up: —

"And — for — Catiline." *What is the subject of est?* "Catiline?" *No; what is the word before est?* "Quid." *Yes, quid is the subject; translate.* "For who is." *What gender is quid?* "Neuter?" *Yes; what does it mean?* "Which?" *No, what; quid means what. Go on.* "What is Catiline." *What case is Catiline?* "Accusative?" *Oh, no; class, tell.* [The bright girl said "Vocative."] *Yes, vocative, when you speak to a person, "What is there, Catiline?" Go on.* "What is there, Catiline, which now — [to the teacher] I couldn't get in amplius." *Well, longer.* "Which now longer is expected." *What voice is expectes?* "Active?" *Yes, translate it so.* "Which now longer expects." *What person is expectes?* "Third?" *No; class.* [The bright girl said "The second."] *Yes, the second; how is it translated?* "He expects?" *No, that's the third person; what is the second person?* "You?" *Yes; go on.* "Which you expect." *Yes; and now what mood is it?* "You will expect?" *No, what mood is it? Class.* [The bright girl said "Subjunctive."] *Yes, present subjunctive, and means "may expect."* [Here a change was made in the pupil reciting.] "If neither dark night." *What is tenebris? Is it an adjective or a noun? Class.* [The bright girl said it was a noun, and in reply to another question that it was in the ablative.] *Then* [to the pupil reciting] *what does it mean?* "By the dark?" *Well, by darkness; go on.* "Neither night by darkness obscures." *Where is obscurare made?* "In the infinitive?" *Yes; then it can't agree with nox; what is the verb that agrees with nox? Class.* [As all were astray on this point, the teacher finally had to answer the question herself.] *Potest, down in line twelve; do you find it?* "Yes'm." *Go on.* "Is able to obscure by darkness." *What's the object?* "Wicked meetings nor the walls." *What case is parietibus?* "Ablative?" *Yes, domus is the subject; translate.* "Nor a house — by its walls contains." *Potest continere?* "Is able to contain the voices of the conspiracy." *Privata, — you have left out privata. What does it agree with?* "Domus?" *Yes; then how would you translate it?* "A private house."

I need not follow this further. It was evident that the pupils had come to regard this as the regular form of recitation, and to prepare their lessons accordingly. In one school, where I heard a recitation in Cicero conducted after this manner, I asked the teacher if she would not have the pupils translate for me something in review, — something from their lesson of the previous day, perhaps. Her reply was that what I had heard was the lesson of the previous day.

It seems to me that teachers who accept such weak and dawdling work as this from their pupils must be utterly oblivious to the importance of habit in education. The formation of such habits as must result from the work that I have described above cannot but injure the pupil's chances of success later in life. It is because I have seen so much of this teaching, tending to the formation of bad habits of work and thought, that I have felt that the criticisms made above are timely and needed. I hope I have made it plain that all the schools of the State are not subject to these criticisms; but, on the other hand, the fact that from a half to two thirds of all the schools of the State are quite free from the faults I have been pointing out is a good evidence that these faults are not inherent and incurable. For these faults the teacher is mainly to blame; but without doubt some of the trouble is due to the unwisdom of parents who are not willing that their children should be vigorously trained, — parents whose tongues and other mischievous resources the teachers, especially in small towns, exceedingly dread. I would say, further, that in no instance was any one of the cases I have cited an occasional lapse or oversight, such as may occur in the best of schools and with the best of teachers. I have taken these illustrations only when they were characteristic of all or nearly all the instruction of the school, and when, moreover, they were in a sense typical of the work of many schools. Anything less than this would not justify their publication.

There are some high schools on which your Board has a special opportunity to exert a stimulating influence in the direction of good work, and some of them need to have this influence exercised over them from time to time. I refer to those schools that are receiving pupils from the small towns which the State is reimbursing for the cost of high school tuition, and that have to be approved by your Board. Many of them are small, and the salaries low; they generally have frequent changes of teachers, and the efficiency of their instruction is subject to rapid deteriorations. It seems to me that not only should approval be based on the efficiency of their work, but should be withdrawn whenever their instruction falls below a satisfactory standard. It would not be difficult to find a few of these schools that are not returning to the pupils the value that the State is paying them for tuition.

In this connection permit me to say, also, that it may become desirable to look more carefully after the pupils themselves whose tuition the State is paying. If any of these pupils are indifferent, the schools that are receiving pay for their tuition are not always over-zealous to make them work, for fear of losing them; and the towns from which they come are not always particular in such cases, as the State pays the bills. If your Board has not now the power to refuse tuition for negligent and lazy pupils, it ought to have.

The year has shown considerable growth in the larger high schools along the line of liberal electives, and especially of commercial courses. If present tendencies continue, it will not be many years before substantial commercial courses will be a feature of every first-class high school in the State. The teaching in these branches is often the most efficient in the school, — that is, the best adapted to attain the aims sought. The teachers are more individual and original, and are not hampered so much as in the classics and some branches of mathematics by traditional usage and the methods by which they themselves were instructed. These innovations are making it all the harder for the small high school to keep pace with the progress of the times. It is evident that a high school with one, two, or three teachers, which feels that it must have a course that fits for college, whether any of its pupils ever go to college or not, can give but little attention to anything else. The commercial courses that some of them are offering are little more than snares. To make room for practical and commercial studies that will be of substantial value, something in their present courses must be reduced, if not wholly dropped out. It cannot be the sciences, for they are now in such schools hardly more than shadows. Their mathematical and history courses are but little better. The only place, then, for making a reduction is in the time given to the languages, which hold a place in the programs of small high schools out of all proportion to everything else.

Take, for example, as a type, the following daily program of a high school with two teachers. The Roman numerals indicate the classes, I. being the lowest; the numbers, the recitations per week. The first subject named in each period was taught by the principal.

First period,	Cæsar, II.,	5
	Cicero, IV.,	4
Second period,	Algebra, I.,	5
	Cicero, III.,	5
Third period,	History, II.,	3
	French, IV.,	3
Fourth period,	Chemistry, IV.,	3
	Literature, I.,	4
Fifth period,	Geometry, III.,	5
	Greek, III. and IV. (three pupils),	4
Sixth period,	Physical geography?	
	Greek, II. (one pupil),	5
Seventh period,	Latin, I. (all the class, — compulsory),	5
	French, III.,	4

I have called it the daily program; it was practically so, but in the third period chemistry took the place of history twice a week, and English took the place of French twice a week. In the fifth period English took the place of Greek once a week, and of French, the last period, once a week. Physical geography came five times a week for half the year, and then changed to botany for the other half; chemistry came three times a week for a year. This was all the science taught in the school. The community was partly agricultural and partly manufacturing, and the pupils almost wholly went from the school to work. The classes dwindled rapidly from the first to the fourth. More than half the pupils showed almost no interest in their studies. Its course of studies is typical of schools of its size, and of similar communities. Whether it is the most profitable line of work for such schools to pursue is to be seriously questioned.

Respectfully submitted,

J. W. MACDONALD,

Agent for the Board.

Appendix D.

REPORT OF HENRY T. BAILEY,

AGENT OF THE BOARD FOR THE PROMOTION

OF

INDUSTRIAL DRAWING.

REPORT.

To the Board of Education.

The statistics of my work for the year ending Dec. 31, 1901, are as follows: —

Number of visits to cities and towns,	152
Number of different cities and towns visited,	86
Number of schools visited,	294
Number of addresses given,	118
Number of institutes attended,	12
Number of visits to normal schools,	15

In addition to the foregoing, I have held in all eighty-two conferences, mostly with committees of various sorts, relative to teachers and supervisors of drawing, schoolroom decoration, courses of study, exhibitions, school grounds, municipal improvements in the direction of public beauty, and awards in competitions where the work of public school children was included, and have written about seventeen hundred letters.

I have kept, as usual, a detailed record of my work day by day, which will be placed at the disposal of the Board at any time. To review here at length the record of the year seems unnecessary, and I shall present in this the twenty-third report of the office of agent for drawing some considerations upon the more mechanical phases of the work in the public schools.

In the historic act of 1870, which ushered in the new day for drawing in the schools, occurred the words "free instruction in industrial or mechanical drawing." The fathers of this document had no intention of limiting instruction to the purely mechanical sort of drawing, for the petitioners had said to the Legislature, "Every branch of manufacture requires some knowledge of drawing and the arts of design;" but so imperfectly was their attitude understood, and so stoutly did the guardians of public funds stand for the letter of the law, that

Mr. Walter Smith felt obliged to say, in his first annual report: "I would suggest the alteration of the act, to omit the word mechanical, as only describing a department of industrial drawing, and to let the act read, 'free instruction in industrial drawing and modeling,' the last two words being added so as to include instruction in the sculptural and plastic arts, valuable for those artisans and others who are engaged in carving, plastering, modeling and the constructive trades generally." Mr. Smith's suggestion had no effect upon the statute, but it did affect the public. Freehand drawing and design became in fact the principal topics of instruction, mechanical drawing taking the form of geometric problems and simple applications thereof. Mr. Smith's manual of 1873 was called a manual of "Freehand Drawing and Designing;" mechanical drawing as such was not mentioned therein as an essential factor in elementary instruction. In glancing through the plates of that book, however, one is impressed with the mechanical character of all the illustrations. Not a single drawing has a freehand appearance; on the contrary, ruled construction lines abound, and the terminology employed in the text smacks of the drafting room rather than the studio.

During all these earlier years the different phases of drawing as now understood were not clearly distinguished, even in the thought of teachers. It was not until about 1879, when Mr. John S. Clark proposed the classification of all drawings under the three heads of construction, representation and decoration, that mechanical drawing came to be treated as a topic by itself; and it was not until ten years later, when Mr. Milton Bradley put the Springfield drawing kit upon the market, that the practice of purely mechanical drawing became possible in our public schools.

The courses published in the early '90's laid great emphasis upon this phase of drawing. Type solids and expensive models of machine and architectural details were used in the instruction as illustrative material. Mechanical drawing seemed firmly established. But about that time arose the discussions concerning illustrative drawing and the use of water color; the nature studies came into prominence, and with them pictorial drawing revived and picture study was introduced; then came the new interest in design, with applications in almost every department of school work. Mechanical drawing suffered an eclipse. By the end of the decade it had almost entirely disappeared.

Mechanical drawing is now being revived, but fortunately not in its earlier form. Geometry, projection and development are not now considered as topics in themselves, each to be logically outlined and taught separately; they are all means of expressing something more important, — they are but forms of the one language of the constructive arts. When an architect plans a house, when a mechanic invents a machine, when a cabinet maker designs a sideboard or a silversmith a fruit dish, he makes use of the conventions of projection, of geometric figures and lines and their relations, to express upon paper his idea as a guide in constructing the object in three dimensions. The primary object of thought is a thing, not a conventionality nor an abstract problem, and the ultimate aim of the pupil in his school work should be a beautiful thing. Manual training and structural drawing cannot be separated in the elementary schools without injury to both. The drawing's *raison d'être* is the thing itself, and the thing's *dessous des cartes* is the drawing.

The things chosen as objects of thought in elementary schools should be appropriate to the life of the pupil, of interest to him at the time, related to his normal activities, but at the same time educational; that is, calculated to minister to his growth in knowledge, in skill and in taste. Under ideal conditions there would be no course in the ordinary sense. The course would lie in the teacher's mind as a group of facts to be taught, processes to be explained, principles to be applied, habits to be established. To the pupil no course would be evident. To him would appear occasions for making a toy, a Christmas gift, a calendar for the new year, a badge, a piece of apparatus useful in his school work, or some simple object of use in his home; and in the making, certain instruments would appear as necessary, certain processes as rational, certain qualities as desirable. With each succeeding year the pupil would be conscious of wider knowledge and increasing power; his judgments would be more discriminating and reliable.

It is my purpose, therefore, not to formulate a course of instruction in mechanical drawing, but rather to present certain considerations which should influence the teacher.

I. — WORKMANSHIP.

By workmanship is meant the quality of work with reference to its execution. In the lower grades the desirable qualities are correctness and neatness; to these are to be added year by year accuracy, and such other technical perfections as good arrangement of drawings upon the sheet, uniformity in character of line, evenness of tint, clearness in dimensions and style in lettering. Slovenly, half-done work is inexcusable in this department of drawing, where tests are always possible and within the pupil's power to apply. So far as workmanship is concerned, almost nothing is to be left to the pupil's individual judgment; the pupil is simply to follow directions. Is the work right? That is the first test to be applied. Has it the best finish of which the pupil is capable at his stage of development? That is the other test of excellence.

Fine workmanship comes through drill. Practice makes perfect. Only a few problems should be presented each year; the larger part of the time devoted to structural drawing should be spent in perfecting the pupil's ideas of workmanship and in developing skill in execution. In the lower grades this means drill in following directions, in the correct use of terms, in drawing all the commoner geometric figures from memory, in ruling, measuring and dividing lines, in practising the abstract curves until their drawing becomes automatic. In the intermediate and upper grades it means all that and more, — drill in the use of compasses, in securing accuracy, in reducing dimensions to scale, in reading working drawings, in working rapidly.

Such drill should never be administered with the pupil blindfolded, so to speak. He should see the value of it, the necessity for it, and be sustained through it all by his hope of attaining what he desires, as heartily as his teacher, in the finished product. No greater incentive to good workmanship can be devised than good workmanship itself. The teacher or supervisor should be able to make sample sheets which are practically perfect, and to make them in the presence of the pupil.

II. — Intelligence.

In every grade the pupil should have a clear perception of what he is aiming at. The problem, however simple, should not be presented as a thing to be done slavishly. From the very first the teacher should try to lead the pupil to see that things are what they are because of the ideas behind them, because of the conditions which determine their forms. For example, when a patriotic badge is to be made in a primary grade for Washington's birthday, the children should be led to think out for themselves, so far as possible, the design of it. Of what material can it be made? How shall it be fastened upon the breast? What, then, will be a convenient shape? What colors will be most appropriate? What emblems might be happily employed to add to its beauty and its meaning? Here is our sheet of material; what will be the safest and easiest way to cut into it to make the badges without waste of time or material?

To lead pupils successfully in such exercises, the teacher must grasp the significance of the idea as a determining factor in structural design. He must see how completely the idea, in the best applied art of all time, has determined the form; and that the successful solution of any problem in applied art means, as Hegel says, "that the idea, and its plastic mould as concrete reality, are to be made completely adequate to one another." *

A few examples will make this clearer. The Hebrew believed that Israel was God's chosen people, to be kept separate from all other nations of the world; he believed that the men of Israel were to be held in honor above women; that the priests were more holy than unconsecrated men, and that the high priest was holier than all, except Jehovah, who alone was perfect, dwelling in almost unapproachable glory. With this ideal in mind consider the temple of Herod. First, inmost and highest, was the abode of the Shekinah, the holy of holies, a perfect hollow double cube of gold, into which no one was allowed to enter except the high priest, and he but once a year. Then

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* Hegel's "Philosophy of Fine Art," chapter V., section 2.

came the holy place, with its golden altar of incense, its golden candlestick and golden table. Outside this, and at a lower level, was the court of the priests, then the court of Israel; beyond this, and still lower, was the court of the women of Israel. Below this and outside, extending all around, was the outer court, a great open space, surrounded by a low wall bearing signs warning Gentiles to keep out upon pain of death. Beyond this wall, and at the lowest level, was the court of the Gentiles. The whole temple was the adequate embodiment of an idea in a form peculiarly appropriate to the idea itself. The form of the great church of San Sophia speaks of a time prior to the development of the elaborate ritual of medieval Christendom, with its processions of priests and its surpliced double choirs. A Gothic cathedral is the perfect embodiment of that spirit of ecclesiasticism; but its form is wholly inappropriate to modern congregational worship, where a living man takes the place of a symbol upon the altar, where all take active part in the service, and the mysteries of light and life are substituted for the mysteries of gloom and death. The modern church adapted to the congregational form of worship is exceedingly rare, — churches which have been developed from such an adequate colonial type as the "Old Ship" meeting-house at Hingham. About the best piece of thoroughly American applied art to be found between the two oceans is a through express train of vestibuled cars; it is the free and adequate embodiment of an idea under the stress of circumstances. The seats transformable into berths, and the dining car, were necessitated by the immense distances to be traversed; the library car, the bath and the barber's shop came because of the culture and cleanliness of the American people; the vestibule was added to eliminate noise and dust and to increase the comfort of passengers; electric lights were installed in every section to shorten the long nights, and the stenographer came to enable business men to make the most of their time during the long days. As Emerson puts it, such a train "leaves nothing but pure space to be conquered." The exigencies of ideas are responsible for our elevated railways, subways and high buildings, our ocean greyhounds, Hoe presses, submarine cables and cash registers.

In the solution of new problems designers are often hampered by precedent. Positive genius is required to meet fairly and squarely the demands of a novel idea, and embody it adequately in a beautiful form. Take, for example, the chandelier. Once it consisted of a receptacle for oil, with radiating pipes suspended by chains, as indicated upon Plate I., at *A*. When gas was introduced, the receptacle was no longer necessary, but nevertheless it was retained. The central support now became of necessity a hollow rod; but the designers kept an echo of the spreading chains in the ornamental appendages of the chandelier, *B*. When electricity came, an entirely new means of lighting, the designers, as a whole, held to the old forms of the gas fixtures, *C*. The architects of Tremont Temple, Boston, were among the first to solve the new problem successfully. The novel element contributed by electricity is a bulb at the end of a wire. They dropped a wire from the ceiling, attached to the end of it a simple device for multiplying and spreading the wires for individual lamps, and then suspended the lamps at different levels to diffuse the light, as shown at *D*. The result is a piece of good constructive design, — "a free and adequate embodiment of the idea in a form peculiarly appropriate to the idea itself." *

Whether the result is to be a palace of justice or a penwiper, the first question for the designer is, What is the idea to be embodied? The idea once apprehended in all its relations will determine plan, material and details. If the teacher can but grasp the significance of this, each problem that presents itself in the course of school life will come as a fresh and inspiring opportunity for intelligent design, to be hailed with joy by both teacher and pupils.

An intelligent appreciation of the method and purpose of their own drawings should not be the only ambition of the children. They should have a desire to be able to read and interpret much more complicated drawings than they will ever have time or occasion to produce in school. The best material for practice in this direction, and that which furnishes an almost irresistible incentive, is that which may be obtained from shops and mills, — drawings which have been in actual use.

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* Hegel's "Philosophy of Fine Art," chapter V., section 2. Walter Crane's recent book, "The Bases of Design," in its earlier chapters might be considered as a commentary upon Hegel's definition, with a wealth of illustration of unusual value to teachers of design.

III. — TASTE.

An intelligent perception of the fundamental relations between an idea and its objective form, together with exalted ideals of technique and facility in expression, may not yield beautiful results. Beauty in form comes through the co-ordination and refinement of the essential elements of the object. The crude log furniture of the pioneer is an adequate embodiment of the idea, so far as usefulness to the body is concerned, and in the crude log hut it has a certain archaic sort of beauty because in harmony with its environment; but such furniture in a framed house with modern accessories is at once felt to be out of place and ugly. It may still meet physical requirements, but it offends the spirit. The human spirit demands beauty, that perfection of adaptation, that "free and perfect manifestation of the force which constitutes the nature of each object." * It is taste which discerns this perfection, "taste being the union of the discriminating power of the understanding with the intuitions of the reason." *

Taste is the fine flower of a guided experience. To the artist the guidance may come from within, from what Dr. Everett calls his "inherent esthetic sense;" but to the majority of men it must come largely from without, from some other person, from a teacher. The teacher who would develop in pupils a fine taste must bring before them examples of beautiful things. This cannot be emphasized too strongly. I must again urge the establishment of local school museums, as I did in my last report, and have done in many previous reports. The examples of good printing, of book covers, common utensils, vases, lamps and lanterns, hinges, locks, brackets, etc., which should be found in such museums, would furnish the basis not primarily for designing similar things, but for those judgments which lead to good taste, and for the study of the principles of structural design which underlie all forms of beauty. The results of such

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* Everett's "Science of Thought," pages 157 and 159.

observation and analysis will gradually become evident in tasteful work by the children. The following communication, recently received from Mr. Walter Sargent, although referring directly to another department of drawing, is suggestive in this connection : —

> In the courses of drawing which are being carried on in the various cities and towns of the State there is becoming evident a more thorough embodiment of principles of teaching. There has been need of this, and yet it was difficult to obtain. Skilled teachers and superintendents have hesitated to criticise courses in drawing, on the ground that they themselves were laymen in the field of art. The supervisor of drawing, being usually a person with special natural aptitude for that department, has had a tendency to see as of secondary value some things which are of fundamental importance to the average person who would learn to draw. The quality of perception which gave to him his ability to draw was naturally strong in him ; hence he was unconscious of the conditions likely to awaken it in his pupils, for in him that awakening was unnecessary. Some of these things have been perceived by skilful teachers who were not naturally artists, and their suggestions have been of great assistance to special teachers. One such suggestion is as to the great value of having each subject in drawing accompanied by much more abundant illustration of the topic in hand than is generally made use of.
>
> If a child is drawing an animal, pictures of that animal, which he collects or which are furnished him, give him a continual supply of fresh ideas of expression, and a desire to make use of the various mediums by which the pictures were produced. If perspective is being studied, a pupil can learn more from a collection of pictures whose effects of distance or foreshortening interest and satisfy him than from long study of the abstract principles of perspective. Children are likely to tire of an object, however interesting, before the teacher has succeeded in securing from them results which in any considerable degree realize his expectations. The skilful use of pictures and illustrations of the object often serves to postpone this failure of interest indefinitely. The results need not be copies, even though the effects of certain pictures are easily recognized in the drawings ; the pupil's power of observation has been increased. As a child's language is affected by that which he continually hears, so his power of expression is shaped by the pictures which are presented to him as well as by his study of the objects. Experiments along this line are suggestive. After pupils have worked earnestly to

represent the appearance of objects, and have failed, a correct picture or a sketch of a similar effect will often enable them at once to see what is the true appearance of the objects they attempted to represent, and how that appearance may be expressed in lines or tones.

Just how far the analysis of beautiful things is helpful in the production of beautiful things is a much-discussed question; but it would seem reasonable to believe that there must be fundamental principles of beauty discoverable by analysis, and that these must guide the designer, unconsciously or otherwise, in the production of beauty. Pending some authoritative final statement upon this subject, our teaching may be influenced in the right direction by accepting the following propositions as a temporary hypothesis: —

1. *Parts which differ in function should differ in appearance.*

The four sides of a picture frame for hanging upon the wall are properly alike, for all have the same function; they are to hold glass, mat and picture in place, and separate picture from wall. But if the frame is to stand and support the picture, after the manner of an easel, the lower part becomes foot and the top part becomes crown. The two should differ in appearance (see Plate I., figures *H* and *I*). A man's head does not look like his feet! A cylindrical vase for flowers should be like *J* rather than like *K*, and a balustrade like *M* rather than like *L*, although *L* may do if the balustrade as a whole has an evident base and crown emphasized by distinctive moldings. This principle is never disregarded in nature or in the finest structural design. By observing merely the clustered bases of the shafts about a pier, one familiar with Gothic architecture can distinguish between those which support the clerestory walls and those which support the roof; and in some instances it is possible to trace every rib in the vaulting, every ornamental molding in the arches, to its characteristic source in the base of the pier. Such structures give new meaning to Emerson's line, "These temples grew as grows the grass." The whole is an unfolding of a single germinal idea; each pier and shaft, each molding and rib, existed in embryo in the original plan, as "Young buds lie in the root's white core." This suggests a second principle of design, namely, —

2. *Parts should be vitally related to each other and to the whole.*

In the Greek vase, on Plate II., the handle does not appear as something added from without, like a tack driven into a stick; it appears to have been added by growth from within, to be an integral part of the whole, a necessity arising from the very nature of the thing. Moreover, the parts are all organized into a symmetrical whole; the vase is bisymmetrical upon an axis through the handle, and upon the original the ornament is so disposed that it balances the handle when the vase is seen in side-view profile. The vase conforms to that great law in nature illustrated so well in the animal world, — the law of complete symmetry. Objects composed according to that law have both the beauty arising through bilateral arrangement and through balanced arrangement of parts. The parts in a good piece of structural design form a whole as complete and homogeneous as a violin, a poppy head, a canoe or a pickerel.

Even when essential elements are properly co-ordinated, perfect unity cannot be secured except by refining and interrelating the parts still further. The object should have what is sometimes called "style." Here the superficial designer goes astray. He thinks at once of some historic style, — his design shall be Greek or Gothic or Louis XIV. True style is something more fundamental. It is that indefinable something which the actions of a man possess because permeated throughout by a common quality; it is that indefinable something which the products of a craftsman have because permeated throughout by his personality; it is that unity which an object possesses when every detail is influenced by some dominant element. It is style which makes "styles." In other words, —

3. *Parts should be consistently related in their measures and outlines.*

Take, for example, the Greek vase drawn on Plate II. directly from the object. Notice how one curve, the "curve of force" (shown on Plate III. at *A*), and one ratio, "a rhythmic half," determine everything. The sixteen curves of the vase as seen in profile are identical in kind, varying in proportion only. The neck is divided into two rhythmically related masses, dark and light; so is the body; so is the foot. The lip is light above and dark below. The handle is dark outside and light inside. All the ornament (omitted in the drawing) is either dark on light or light on dark. Could any plan be simpler for securing unity of effect, style, beauty?

Of the two elements which determine "style," the first to claim the attention of the designer is proportion. Pleasing proportions undoubtedly depend upon rhythmic measures. The simplest form of rhythmic measure is illustrated in the Greek fret, Plate II., figure 3. A single unit of measure, a quarter of an inch, perhaps, determines the length of every part. That unit is the greatest common divisor of the pattern, the element which "permeates every part" and gives "style." The rhythm of measures need not in every case be so obvious, but in every case there must be some sort of recognizable orderly relationship between the measures, — one dominant, the others subordinated in a series controlled by some ratio. For example, in the Greek vase on Plate II. the body is dominant, the neck secondary and the foot third in measure. Each is divided rhythmically, as the diagram, taken directly from the orginal, will show. The lengths of foot, neck and body have been set off on the lines C, D, E, placed a half inch apart on the line AB, and a line has been drawn through their extremities intersecting AB at the point e. Upon the line E has been fixed the point m, according to the measure of dark upon the body of the vase. A line from m to the point e cuts the lines D and C at the points dividing dark from light upon the neck and foot of the vase. The ratio Em, dark, mh, light, becomes the theme which, repeated, inverted, echoed here and there, gives us the harmony in this bit of Greek art. But furthermore, inasmuch as the width of the vase at its middle point is one fourth the whole height, lines n, o, r, s are set off on the line AB, one eighth of an inch apart, instead of one half an inch apart, as in the case of the lines measuring heights. The point d is fixed upon the line s to indicate the greatest diameter of the body. A line from d parallel to the previous secant $h\ e$ is now seen to cut the lines r, o, n at points which limit the measures of the diameters of the base, the lip, the node of the neck, and the junction between base and body, which is identical in measure with the node. As another example, the back of a Greek mirror is shown upon Plate II., figure 2. At a glance one sees the ratio $O:C$ echoed in $C:c$ and in $O:o$. When measured by our standard inch, the widths i, k, m, n, in the original bronze, are approximately five, twelve, seventeen and twenty-nine sixteenths; that is, the sum of two measures is equal to the next larger measure in the sequence. That the Greek designers worked out their exquisite creations from mathematical formulæ or according to mechanical rules of any sort is not here affirmed.

> . . . The poet mad with heavenly fires
> Flings men his song white-hot, then back retires,
> Cools heart, broods o'er the song again, inquires,
> Why did I this, why that? and slowly draws
> From art's unconscious act art's conscious laws.*

"The act of creation is, in its most perfect operations, the spontaneous action of the mind itself," as Dr. Everett says; but such action is never chaotic, irrational, lawless in its outcome; the unusual weird music of Peer Gynt has no intervals or chords not implicit in the chromatic scale; the "miracles in stone" of Gothic architects are miracles to the ignorant only, — the marvels came to be because the masters knew so well and regarded so perfectly the very laws they seem to defy. It may be natural to the artist to work unconsciously in harmony with the eternal laws of beauty; it is just as natural to other rational beings to work consciously toward an appreciation of the embodied laws, and to such is sometimes given a power some "artists" lack, — the power to sift the noble from the base, the genuine from the false. Never beauty through law? Never beauty without law! And though the designer may not be able to trace the measures of his rhythms in every case, he may be sure that if they are to be beautiful they must be consistent.†

Consistency in line is no less important. The Greek vase has already served to illustrate this. Consider the fragment of an Ionic capital from the Propylæa, Athens, shown upon Plate III., as a further illustration. Every part of the exquisite original echoes the "infinite curve" of the echinus, produced in some cases to its logical conclusion, as in the volutes, and in others doubled upon itself to form reversed curves. Every part is permeated with a single motive, as a study of the sectional drawings upon the plate will show; hence the fragment possesses a unity quite foreign to the works of some modern architects. Consistency in line is illustrated in a very elementary way in the handle of the pencil sharpener drawn upon Plate V. In *k*, all the curves are circular; in *l*, all are elliptical; in *m*, oval; in *i*, elliptical curves are combined in such a way that the angle is emphasized as an element in design; in *n*, oval curves are grouped to emphasize the "round corner" as an element. In the furniture of the United Crafts, the straight line and massiveness may be said to dominate the design and to be characteristic of the style. The "new art" of Germany, France and England is characterized by the use of the "erratic curve" (Plate III., *B*), and a certain vitality in design which gives to the product the appearance of having grown into shape, as things do in nature. They are, in their realm, an exemplification of the precept of Millet: "Things should not look as if they were brought together by accident and for the moment, but should have an innate and necessary connection." Any work of art which "holds together" will be found upon analysis to have parts consistently related in their measures and outlines.

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* Sidney Lanier, "The Psalm of the West."

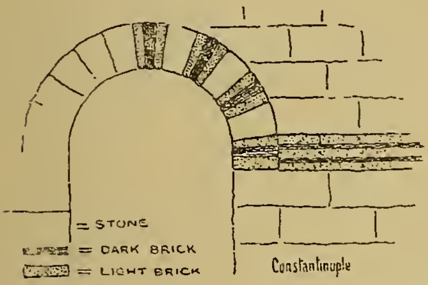
† Suggestive matter bearing upon this whole question of beauty of form is to be found in Ruskin's "Modern Painters," part V., chapter 17, part VI., chapters 3 to 9; and in "Proserpina" and "Laws of Fésole."

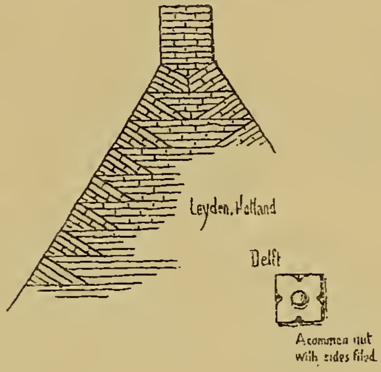
The co-ordination and refinement of elements may be carried one step farther by means of color and decoration, which may for convenience be referred to as the enrichment of the object. For such enrichment there seems to be one general rule: —

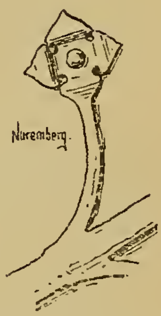
4. *Enrichment should be related to the essential parts and influenced by their forms and functions; it must not be inconsistent with the idea of the object.*

If the enrichment is to be by means of color, the natural color of the materials used in making the object usually furnishes the designer the key to an appropriate color scheme. Egyptian and Greek temples, Gothic cathedrals, Pompeian bronzes, Indian pottery and the jewelry of all ages bear witness to the truth of this statement. Such harmonies usually improve with age. Perhaps the most thoroughly satisfactory coloring upon any exterior in the world is that upon the Parthenon, produced by twenty-three hundred years of sunsets. The superb harmonies of such interiors as those of St. Mark's, Venice and San Sophia, Constantinople, owe their beauty largely to the lustre of antique marbles, smoothed, not polished, of tarnished bronze, of dimmed gold and darkened silver, of jewels in the rough and stuffs of native dye. The natural colors of woods, clays, metals and other constructive materials furnish such admirable bases for color effects that one is almost ready to say, stains if necessary, paint only when it cannot be avoided, gilding seldom and graining never. The aim in coloring should be greater harmony among the parts. Too often the novice destroys by his polychromatic performance what little harmony the object unadorned possessed.

If the enrichment is to be by means of form elements, these too will be suggested by the initial idea, the essential parts, or their interrelations. The finish of the window head from the Byzantine palace of Belisarius, Constantinople, in bricks of two colors and stone, the inevitable forms of voussoirs determining the shapes and areas, is a good illustration of the principle; so also are the marginal finish of the Dutch gable from Leyden and the terminal ornament of the hinge from Nuremberg. The judicious use of a three-cornered file by some Delft blacksmith with artistic sense transformed a common nut into a thing of beauty. This happy utilization of the inevitable, this transfiguring of the commonplace, is well illustrated in Plate IV. In these treasure chests from the Bavarian National Museum, Munich, the lock-plate, the hasp, the metal straps, the wooden dovetail, have all been seized upon by the designer, and compelled to yield their quota of beauty. Sheet metal and nail heads, — what surprising possibilities they suddenly display! Plain, coarse-grained wood, — how it may be transformed with a knife and an awl! No attempt is made to make







things appear what they are not, — iron remains iron, wood remains wood; the treatment in each case is appropriate to the material, and not inconsistent with its nature or its function. The limits beyond which ornamentation should not go are fixed by the nature and function of the object. The uses of a table demand a top having a plain surface; carved ornament in relief upon it is therefore out of place. A chair leg must be strong; hence a leg so curved and carved that none of the fibres of the grain are continuous throughout is to be condemned. A picture frame must be of subordinate interest; if its ornament attracts attention which should be given to the picture, it is improperly ornamented. Ornament should always be kept subordinate to the thing itself. The old rule is a good one: ornament construction; do not construct ornament.

IV. — Method in Teaching.

As a summary of what has been said and to show its relations to teaching in a concise and concrete fashion, an actual experience with a class of boys in an eighth grade is here reviewed, with illustrations: —

For inaccurate work in mechanical drawing the pupils blame their blunt pencil points. A pencil sharpener is required. What sort of sharpener will be best? A piece of emery cloth or sandpaper. How large a piece, or rather how small a piece, will do? Take a piece of waste paper, and show how you would naturally whet your pencil to a fine point. [The pupils do so, and produce every variety of scratch, from *y* to *z*.] Take the scissors and cut around your mark with straight lines, to show how large an oblong of sandpaper you think would be sufficient for you. Now, how would you hold this while sharpening the pencil? On the desk? Would not the paper become very black after a time, and soil both the desk and the fingers? You would glue it upon a strip of wood. Good. About how

y

z

thick? As thin as possible without bending too much when in use. Yes; and how will you hold the wood? The strip of wood might be long enough to allow the use of one end as a handle (Plate V., *a*). Would it not be held more conveniently if that part were worked into the form of a handle? Yes. Like *b*? Not necessarily. The strop, let us call it, will always be held in the left hand and used the same side up; why need the handle be bisymmetrical? It might be unsymmetrical, like these beautiful knife handles of medieval workmanship from the National Museum, Florence (Plate VI.). Would it not be better so? What shape would fit the fingers of your left hand, as you would naturally hold the strop? Yes, *c*. Is this pleasing to the eye as well as to the hand?

Having now discovered the essential elements of the strop, let us put them into the most beautiful form possible. Would you have the body of the strop exactly the size of the sandpaper? Why? Which is most pleasing, *d*, *e*, *f* or *g*? Which could be made most neatly, with the least trouble? How may the outline be made more pleasing? By introducing curves. Where? Here at *h* is the pencil sharpener model to be found throughout this country in manual training courses. Is it a good model? Let us test it in the light of Hegel's definition. Why is the sandpaper wedge-shaped? Does it correspond with the natural movement of the hand in sharpening a pencil? Is that shape more easily cut from the sheet? Why is the lower edge of the strop rounded? For beauty? Does it harmonize with the lower edge of the sandpaper? One would naturally rest the end of the strop on the desk, but this rounded end makes an unstable bearing. Beauty must not interfere with use. Why not introduce the curve at the handle, where it will please both hand and eye, and not detract from use? What is the use of that hole near the upper end? To hang up the strop? But who ever hangs up a pencil sharpener in the schoolroom? The hole is useless, and it may mar the beauty of the handle. Let us return to our own crude handle, and try to refine it. If the handle is to be symmetrical, it may be like *i*, *k*, *l*, *m*, *n*, or any other type which strikes our fancy and possesses unity. If the one-sided handle is chosen, the problem is more difficult. The whole must possess balance, even though it is not bisymmetrical. The most obvious improvement is that indicated by the dotted line in *o*. The shoulders may be modified as in *p*, or the contour changed as in *r*. That protuberance in the midst of the left side is an awkward thing to manage pleasantly; to be endurable, it must fall into some sort of harmonious relation with the other elements, as in *s*, for instance. But why keep it at all? It is not really necessary. A handle like *t* is more graceful, and just as grateful to the fingers. The unity of such an arrangement of curves becomes evident as soon as they are seen completed, as at *u*.

Now, is a pencil sharpener an object worthy of greater enrichment than that afforded by good proportions and refined outlines? If so, it might be enriched by color alone, or by ornament, painted, inlaid or carved. In any case the enrichment must not interfere with the use of the object or be out of harmony with the lines of the design already established; on the contrary, it should have some vital relation to the essential lines of the object. The wood ought not to be left without polish or filling of some sort, for it will soil too easily; for the same reason it should not be painted white or any other light color. What sort of finish will be most serviceable? Or suppose the strop worthy of still further enrichment. If the form *t* is chosen, how might the ornament be disposed in vital relation to the lines of the design? If the ornament is incised it might be very simple, — merely the completion of the spiral, as at *v*. If inlaid, the lines might follow the contour and emphasize the eye of the spiral, as at *w*. If modeled, the spiral might again determine the arrangement of the ornamental details, as at *x*.

Here, then, are the steps: first, the idea, — its requirements and implications; second, the essential elements; third, the coordination and refinement of the parts, and their enrichment.

I believe that such teaching will give us not only better results in the schoolroom, even from the purely technical standpoint, but better results in later life. I believe that it will give our pupils an insight into the meaning of structural design which will make the whole realm of the arts and crafts a new and delightful world to them. Under such teaching the pupils may appreciate more keenly the experience of Lowell, and look with a more sustaining hope for the fulfilment of his prophecy: —

But summer cleared my happier eyes
  With drops of some celestial juice,
To see how beauty underlies
  Forevermore each form of use.

. . . .

In that new childhood of the earth
  Life of itself shall dance and play,
Fresh blood in Time's shrunk veins make mirth,
  And labor meet delight half-way.

HENRY T. BAILEY,
Agent for the Board.

NORTH SCITUATE, MASS., Dec. 31, 1901.

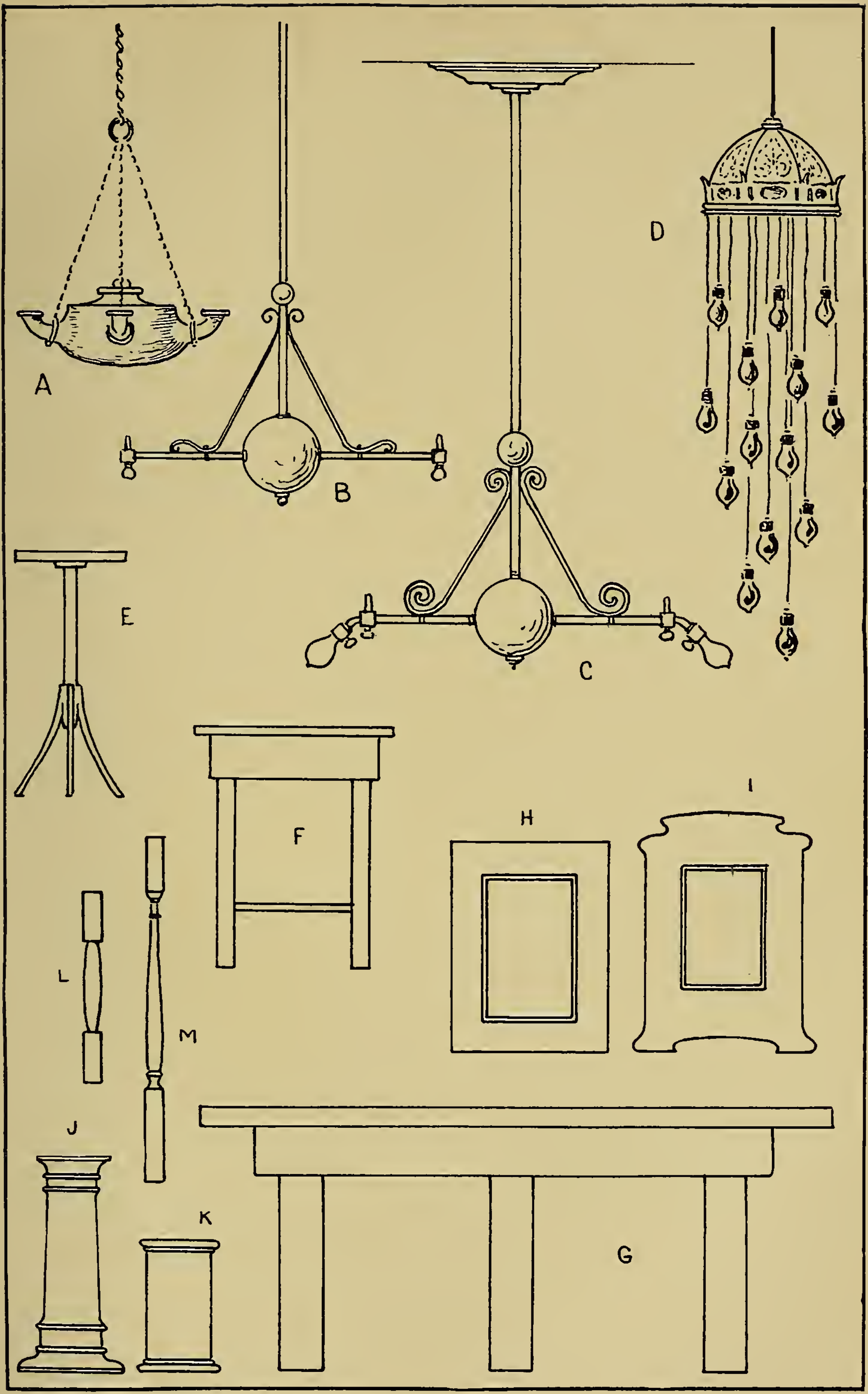
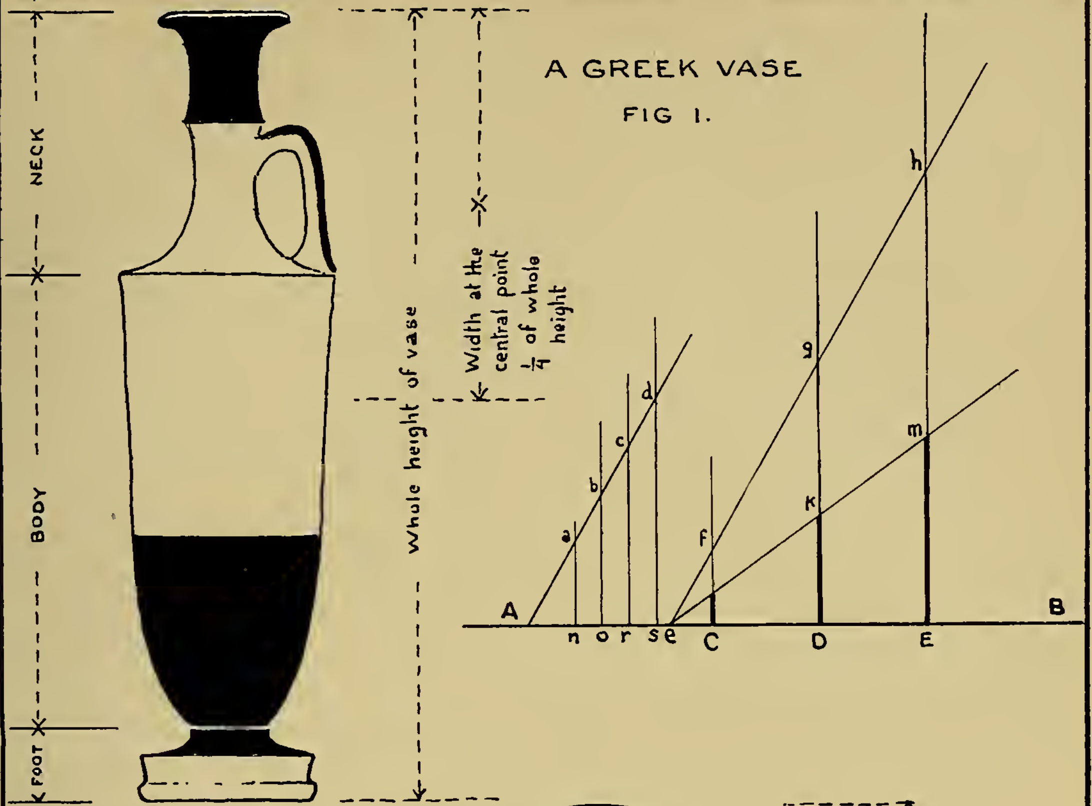
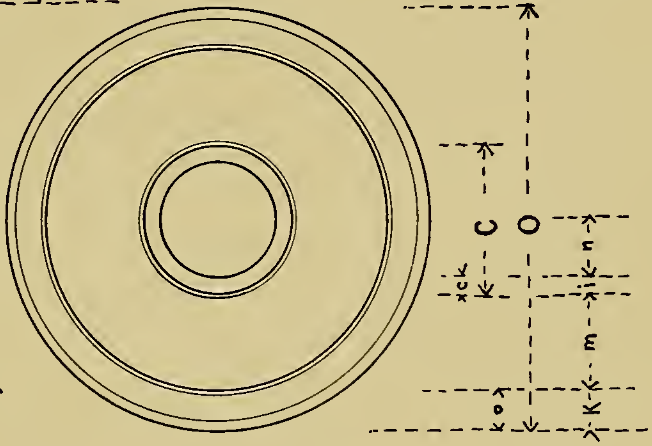


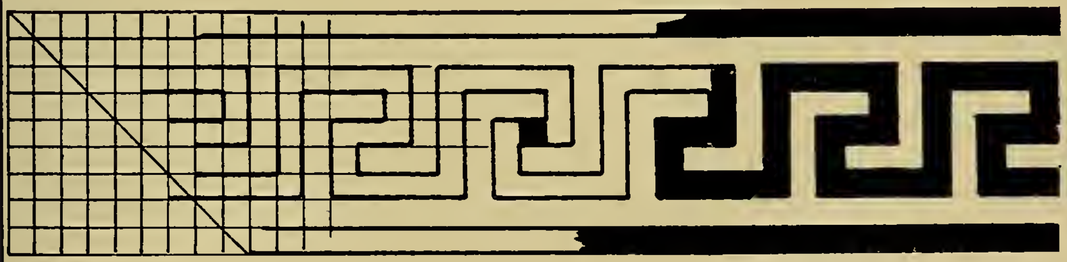
Plate I.



A GREEK VASE
FIG 1.



THE BACK OF
A GREEK MIRROR
FIG 2.



A GREEK FRET. FIG. 3.

Plate II.

FRAGMENT OF AN IONIC CAPITAL FROM
THE PROPYLAEA ATHENS

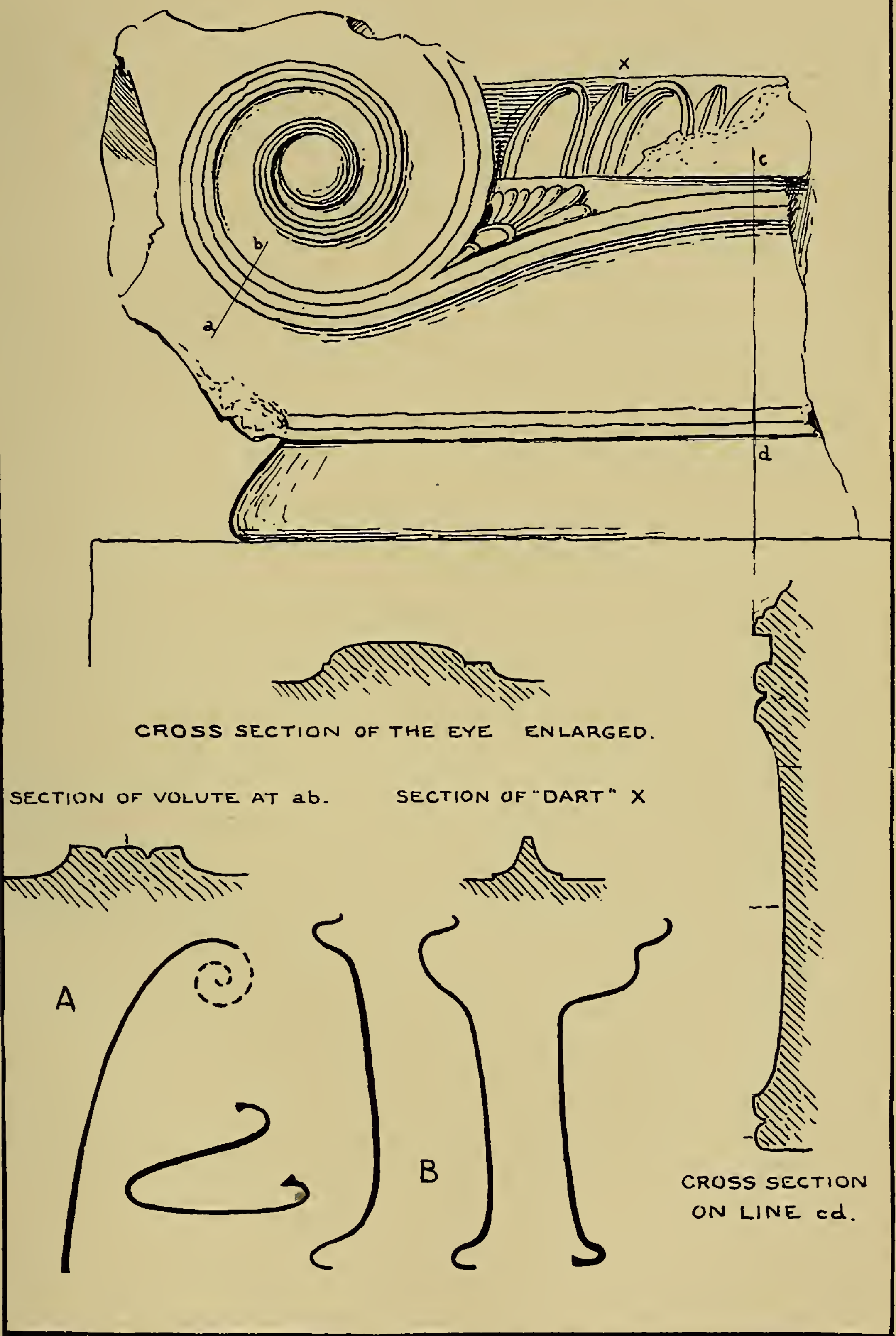


Plate III.

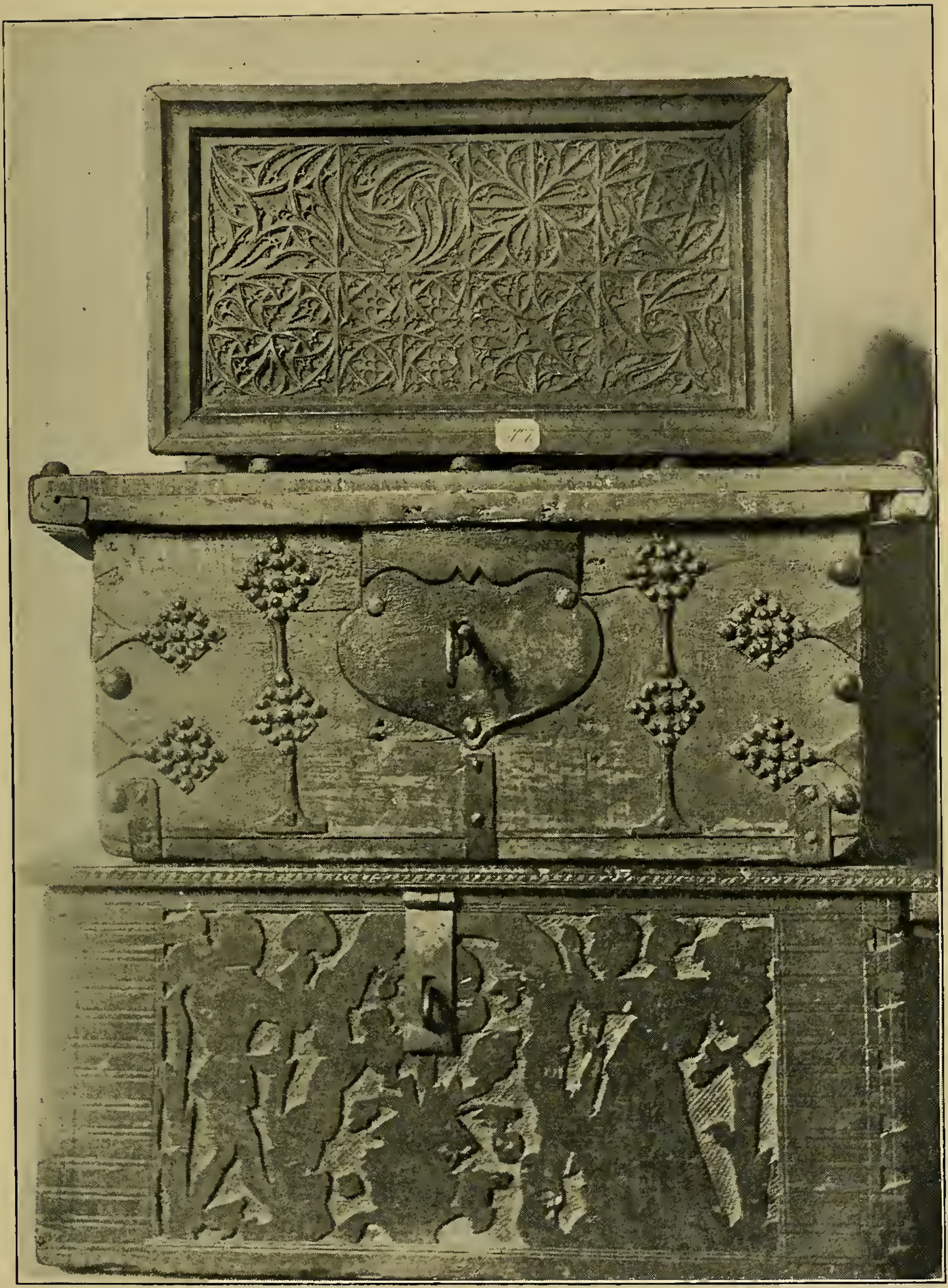


Plate IV.

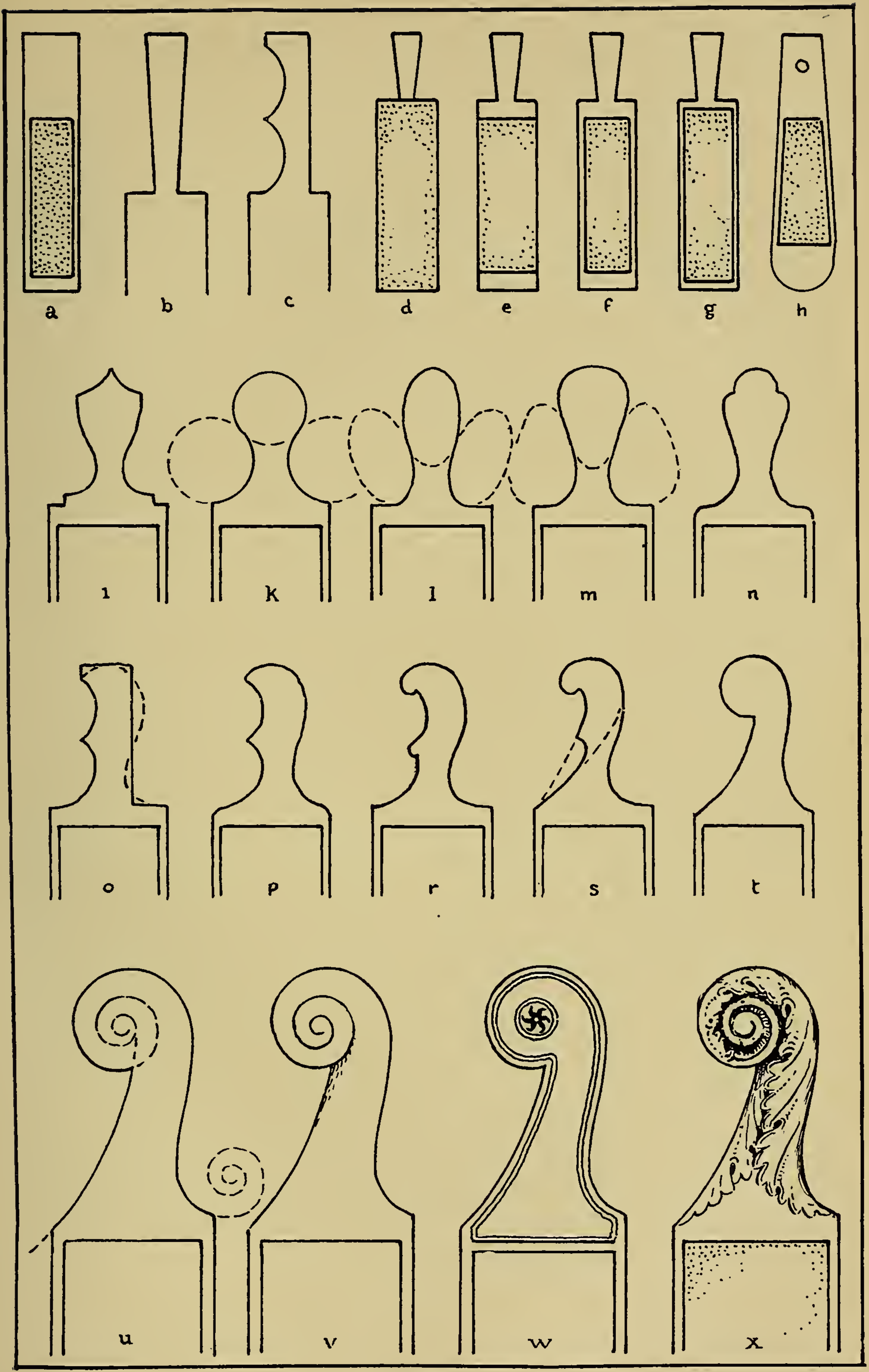


Plate V.

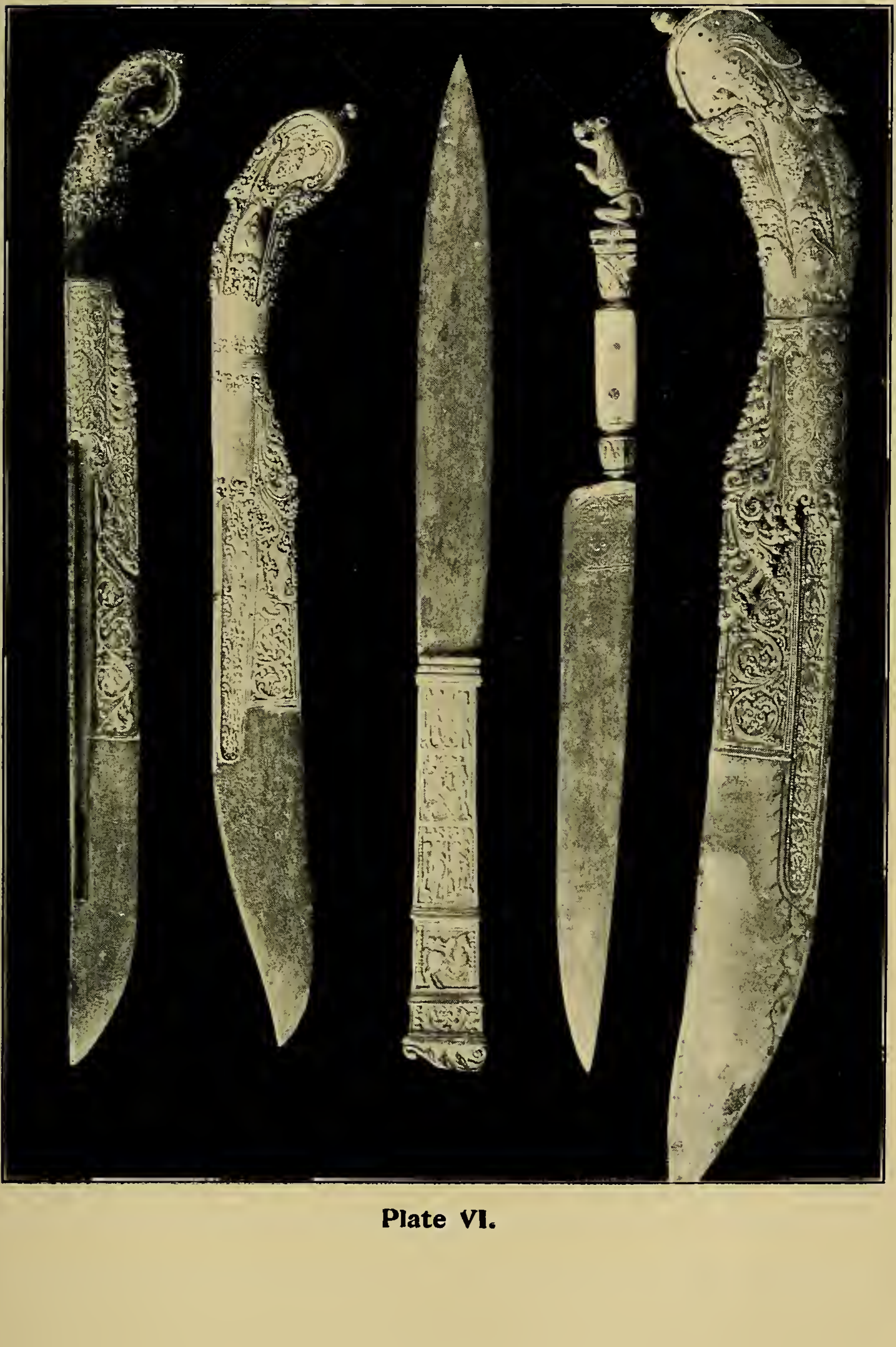


Plate VI.

APPENDIX E.

REPORTS ON SPECIAL SCHOOLS.

COMPILED BY THE SECRETARY OF THE BOARD.

SPECIAL SCHOOLS.

It is the policy of Massachusetts to make schooling as free for educable children whose defects forbid their attendance upon the public day school as for their more fortunate fellows. This policy is defined in the following sections of chapter 39, Revised Laws: —

Section 19. The governor may, upon the request of the parents or guardians and with the approval of the board, send such deaf persons as he considers proper subjects for education, for a term not exceeding ten years, but, upon like request and with like approval, he may continue for a longer term the instruction of meritorious pupils recommended by the principal or other chief officer of the school of which they are members, to the American School, at Hartford, for the Deaf, in the state of Connecticut, to the Clarke School for the Deaf at Northampton, to the Horace Mann School at Boston, or to any other school for the deaf in the commonwealth, as the parents or guardians may prefer; and with the approval of the board he may, at the expense of the commonwealth, make such provision for the care and education of children who are both deaf and blind as he may deem expedient. No distinction shall be made on account of the wealth or poverty of such children or their parents. No such pupil shall be withdrawn from such institutions or schools except with the consent of the authorities thereof or of the governor; and the expenses of the instruction and support of such pupils in such institutions or schools, including their necessary travelling expenses, whether daily or otherwise, shall be paid by the commonwealth; but the parents or guardians of such children may pay the whole or any part of such expense.

Section 20. The board shall direct and supervise the education of all such pupils, and shall state in its annual report the number of pupils so instructed, the cost of their instruction and support, the manner in which the money appropriated by the commonwealth therefor has been expended and such other information as it considers important.

SECTION 21. The board shall have the same supervision over the admission to, and instruction of pupils in, the Perkins Institution and Massachusetts School for the Blind as it now exercises over the instruction of the deaf under the provisions of the two preceding sections.

The following is a list of the special institutions to which eligible persons may be sent upon recommendation by the Board of Education to the Governor: —

1. The American School, at Hartford (Conn.), for the Deaf, JOB WILLIAMS, L.H.D., Principal.
2. The Clarke School for the Deaf, Northampton, Miss CAROLINE A. YALE, Principal.
3. Horace Mann School for the Deaf, Boston, Miss SARAH FULLER, Principal.
4. Sarah Fuller Home for Little Deaf Children, Medford, Miss ELIZA L. CLARK, Matron and Principal.
5. New England Industrial School for Deaf Mutes, Beverly.
6. The Boston School for the Deaf, THOMAS MAGENNIS, Superintendent.
7. Perkins Institution and Massachusetts School for the Blind, Boston, M. ANAGNOS, Director.
8. The Massachusetts School for the Feeble-minded, Waltham, WALTER E. FERNALD, M.D., Superintendent.

THE AMERICAN SCHOOL, AT HARTFORD (CONN.), FOR THE DEAF.

Report of the Principal.

The whole number of pupils in attendance during the year 1900–1901 was 164. From New Hampshire came 11, from Vermont 10, from Massachusetts 66, and from Connecticut 77.

Cogswell Hall, the new primary building opened in September, 1900, and named in honor of Dr. Mason F. Cogswell, the father of the first pupil, and who was the first to arouse the interest of men of means in the subject of founding a school for the deaf in this country, has proved to be all that was expected of it in providing comfort and convenience in the care of our younger pupils, and facilities for teaching them.

The general heating plant established in the summer of 1900 has given a more even and comfortable heat throughout all our buildings than we have ever had before.

An up-to-date industrial building, 40 by 85 feet, begun in the summer of 1901, will provide accommodations for the industrial training of both boys and girls.

The health of the school up to the month of April was excellent. At that time, a boy who had been at home for a few days returned, and soon broke out with a rash; and, in spite of all efforts to prevent the spread of the disease, which proved to be German measles, there were twenty-six cases, — some of them severe, — extending through the months of May and June, and interfering much with the progress of some of the classes. All these cases occurred in the primary department, and the spacious hospitals there furnished excellent facilities for their care. Recovery was complete in every case.

In spite of this drawback, excellent work was done in the class room, and satisfactory progress was made. Increased attention was given to speech and lip-reading, while other means of merit were also used.

To fill the places made vacant by resignations, in June, 1900, of teachers who had long labored in the school, we were fortunate in securing others of thorough training and experience.

In the death of Miss Caroline C. Sweet, one of the most favorably and widely known teachers of the deaf, the school met an almost irreparable loss.

There is no place where training and experience are more important than in a school for the deaf, whatever the method of instruction. To do the best work for them, one needs to understand thoroughly their limitations and peculiarities, and how to meet and overcome them. Each year adds to the value of teachers' services, and the school that can retain them for a long series of years is fortunate. No really good teacher reaches the dead line at forty, but for some years beyond that, through ripe experience, may render more valuable service than ever before.

The school is striving earnestly to fit its pupils for independent living, instructing and educating head, heart and hand simultaneously, seeking to produce well-rounded characters.

THE CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON.

Report for the Corporation.

To the Board of Education of the State of Massachusetts.

Gentlemen: — The number of pupils in the Clarke School during the past year has been 151. Of these, 127 were supported by the State of Massachusetts, 9 by Vermont, 7 by New Hampshire and 2 by Connecticut. The number of paying pupils was 5. Three pupils were graduated from the school in June.

The health of the school has been good, and there is every reason to rejoice in the continued prosperity of the school, whose vigorous growth and constant efficiency have more than realized the original expectations of the founders.

In my report last year I called attention to the relation between the schools for deaf children and the State, and maintained that the training given to these unfortunate children corresponds to the training given to fully endowed children in the common schools; and, further, that this training is not a charity, which the State may withhold or give, as it pleases, but a duty both to itself and to these children, and that the cost of instruction and support should be more completely borne by the State. In behalf of the corporation of the Clarke School I would gratefully acknowledge the prompt and generous response of the Board of Education to the suggestion by which the annual pay from the State for each pupil was raised to $250 per year, a sum still more than $30 less than the annual cost of the care and instruction of each pupil in the school.

I would now raise the further question whether, if the State has the right and the duty to require the attendance of fully endowed children on the common schools, it has not also the right and the duty to require that the parents of deaf children shall send such children for a number of years to some one of the schools in which instruction for such children is now provided freely by the Commonwealth. The right to require the attendance of normally endowed children at the common school is based on the necessity that all children should be so far instructed as to act intelligently as citizens or members of the community where they are to spend their mature years. It may be said that no account is taken in this requirement of the obligation of the State to secure to each child a rational development. But, as the rational development of all is the only means of providing for the best good of the community, and as the community is made up of those for whom this rational development is the end in the common school, it may certainly be affirmed that the State does recognize an obligation to the individual child by supplementing in many instances the ability of the poorer community and otherwise, and that partly because of this recognition the parent is compelled, sometimes against his will, to send the child to the public school. If the State does in the least recognize this obligation to the normal child, the obligation cannot be less to the less favored child. If the State stands ready to pay for the instruction of deaf children many times the cost to the towns and cities of the teaching of normal children, it may be assumed that the State fully recognizes a duty to the deaf child. In view of this recognition, has not the State the right to say that every deaf child within its own borders, not otherwise efficiently taught (unless sickness or disability other than deafness makes it impossible), shall be made to share in the benefits of its provisions? Or has the tenderness of parents for the unfortunate boy or girl, the reluctance to commit the one especially dear because of this infirmity for so many months in a year to unknown guardians, any validity in the face of the great enlargement of vision and power that the instruction will bring to the child? Is this not a relation in which an ignorant and fond parent may blight the normal life of one dependent on him, and thus greatly limit the service to the community of one possibly gifted in some direction? Ought not the State to suppress vigorously a sentimentality so mawkish that all true perspective as to the significance of love and duty, discipline and power, is lost?

Nor should we forget that sometimes a normal child progresses admirably until, say in the fifth, sixth or seventh year, either disease or accident destroys the power of hearing. Shut out from communication with others, such a child may not merely fail to develop, but begin at once to lose previous attainments. How complete this loss will be will depend on the age at which it comes and on other conditions, but it may be a very great loss. A few years without any training may thus make a waste of a mind once giving much promise. In such a case the parents may fail to realize the decay because it comes so gradually. Such a child ought, as soon as the loss of the sense is certified by the physician, to be sent at once to a school for the deaf, unless the parents can afford to pay for equally good private instruction, which will rarely be the case. In such a case the development in speech will probably be less slow than with children congenitally deaf, and the decay will be prevented. Such a child will have an advantage in learning to read the lips and in flexibility of tones from previous training. But no reason exists in the case of such a child that does not exist in the case of other deaf children for action by the State, though the threatened loss of power already gained appeals more strongly to our feelings.

It is probably true that, with the increased knowledge among the people of the State of the value of this training and of the patience and love of the teachers and of the tenderness of all the employees which mark these schools, the parents of deaf children will avail themselves more uniformly of the instruction provided by the State.

It is true that in certain towns the truant officer has already regarded the existing law as enforcing the attendance of deaf children at one of these schools. But that the existing law really applies to deaf children has surely not been a uniform opinion, and it would certainly be well to make the requirement, if that is the intent of the law, more definite. That there are deaf children not attending these schools was made plain when, on the establishment of a new school two years since at Jamaica Plain, several deaf children were found in the immediate vicinity of Boston who had not attended any school, and were already older than the best age for beginning the difficult process of learning speech. Probably there are now scattered through the State some such children, — enough to justify the passage of a law requiring their attendance from the age of seven or eight for at least seven years at one of the schools endorsed by your honorable body. In some of the enlightened countries of Europe such a law is already in operation. In Denmark, the kingdom of Saxony, some of the minor duchies in Germany, and in Norway, every deaf child is required to attend school for the deaf for a certain number of years where oral teaching is imparted. The proper expansion of our school system calls for the adoption of a similar explicit regulation in this Commonwealth. The Clarke School has had as many pupils as it can conveniently accommodate for the last few years. It is not in the interest of any school that this plea is made, but in behalf of neglected children and for the communities in which they are to live, the suggestion of a more explicit regulation is commended to the earnest attention of your honorable body.

All of which is respectfully submitted.

For the corporation,
Franklin Carter,
President.

HORACE MANN SCHOOL FOR THE DEAF, BOSTON.

EXTRACT FROM REGULATIONS OF THE BOSTON SCHOOL COMMITTEE PERTAINING TO THE HORACE MANN SCHOOL FOR THE DEAF.

SECTION 158. The instructors for this school shall be a principal, an assistant principal and assistants. Besides the principal, one instructor shall be allowed for every ten pupils, and an excess of five pupils shall entitle the school to an additional instructor.

SECTION 298. This school was established by the Boston school committee, in co-operation with the State Board of Education, as a day school for deaf children to whom it may be accessible.

SECTION 300. This school is designed to give an elementary English education, but, as a preparation for this, it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all of its pupils to speak, and to read the speech of others from their lips. The general regulations of the public schools, chapter XVI., so far as applicable, are to be enforced in this school.

SECTION 301. Pupils who have completed the course of study to the satisfaction of the board of supervisors shall be entitled to a diploma.

SECTION 302. The sessions of this school shall begin at 9 A.M. and close at 2 P.M. on every week day except Saturday, when there shall be no session.

TERMS OF ADMISSION.

Any deaf child over five years of age, not mentally or physically disqualified, is entitled to admission. No pupil will be admitted without a certificate of vaccination, signed by a physician.

Parents or guardians desiring the admission of children as State pupils can obtain the blank form of application, and other instructions, at the school, No. 178 Newbury Street, or at the office of the secretary of the State Board of Education.

Children from other States will be received, subject to the above conditions, on the payment of tuition, or upon warrants from the executives of such States.

The school year begins on the second Wednesday in September, and ends during the week preceding the 4th of July, but pupils are admitted at any time.

Communications and letters may be addressed to the principal, Miss Sarah Fuller, No. 178 Newbury Street, Boston.

REPORT OF THE COMMITTEE ON THE HORACE MANN SCHOOL.

IN SCHOOL COMMITTEE, BOSTON, Oct. 22, 1901.

The committee on the Horace Mann School herewith submit their annual report.

The school year began Sept. 12, 1900, with 111 pupils, — 55 boys and 56 girls. During the year 22 pupils were admitted and 7 left the school, making at the close of the year in June, 1901, 126 pupils.

The opening year of the new century was made memorable in the history of this school by the adoption of the course of study prescribed for the other public schools of Boston. Apt, faithful teaching, and earnest, conscientious study have produced results which fully justify the hope that this standard of attainment may be reached by increasing numbers of deaf-born pupils. Frequent inquiries, such as the following, come to us from parents, educators and others: What can you reasonably expect children, deaf from birth, to accomplish during their school days? How do they compare in thought with their hearing brothers and sisters? What does this school do for the child who becomes deaf after having acquired speech? Does the school receive partially deaf children? These and kindred questions suggest the need of giving briefly a few statements for the information of friends who have more than a passing interest in this work, which is of paramount importance to all deaf children.

Reasonable acquisitions for children who have never known sound by the ear are summarized in section 300 of the regulations of the public schools, and may properly be repeated here: "This school is designed to give an elementary English education, but as a preparation for this it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all of its pupils to speak and to read the speech of others from their lips."

In comparing the concepts of deaf children with those of the hearing, one must leave out of consideration all that depends upon sound as known through the ear. To the totally deaf child sound is a vibration simply, understood only through the sense of touch. His extreme sensitiveness to waves of sound is so much greater than that of one not dependent upon the sense of feeling, that it in part compensates him for his loss. His own speech, although to him soundless in the ordinary sense of the word, has a degree of tangibility unnoticed by persons who hear. He not only is conscious of the vibrations of his own voice, but can appreciate the vibrations produced by strong, deep voices of others. The greater dependence of deaf children upon sight for their knowledge tends to make them more accurate observers of details than are children who hear, and keeps constantly before their teachers the absolute necessity of presenting ideas to them with great clearness and precision. Under wise, careful, long-continued training, we believe that perception, thought and expression may be as fully developed in children born deaf as in those who have always heard.

The first need of children to whom deafness comes through illness, accident or other causes, is a knowledge of the meaning of the various movements of the mouth during speech. Slowly, patiently and persistently teacher and child must first take element by element, and study the positions of the mouth parts which produce it, and note its appearance singly and in combination with others, then learn how to know the differences which exist between apparently similar positions. This fundamental work gives him a conscious ability to decipher much that hitherto had been obscure and difficult. He learns that the mouths of all persons must have nearly the same appearance during speech, and that a great many words will be seen so often upon the lips that he will know them as readily as he would if hearing them. Watchfulness and constant practice, which he can have whenever he is with persons who are talking, as well as when in the schoolroom, at home and upon the playground, will prevent him from losing interest in companions, give him a sense of new power, and enable him to continue the common school studies in nearly the same manner as before his deafness. The smallness of the classes in the Horace Mann School and the departmental plan of work afford special advantages for training in speech reading. Each pupil can have a favorable position from which to see the mouth of the teacher, and also opportunities to study the speech of several teachers every day.

The child with an uncertain degree of hearing power should have his condition most thoughtfully studied, for partial hearing is likely to be misleading to his parents and teachers, and to be associated with inattention or a lack of interest in study. While we would not suggest that any child with dulness of hearing, if he can do the required work in the ordinary school, should be educated in a special school, we would urge that more thought be given by principals of schools and teachers generally to the claims of partially deaf pupils. The Horace Mann School receives such, and gives to them the training and education which they would, if hearing perfectly, have in the other public schools of Boston.

Manual training in this school, as in others, is accorded its rightful place as an important factor in the education of its pupils. A carefully arranged plan of work takes every child in the primary department through a course of training for the eye and hand which prepares them to begin the use of woodworking tools intelligently, skilfully and successfully. It also serves as a good introduction to sewing, which was taught last year to nearly all of the girls in the grammar department and to a limited number of boys. These pupils were in different stages of advancement; some made garments and learned how to do various kinds of mending, others were taught dress drafting and dressmaking, and others learned to do fine needlework. A number of the boys showed commendable skill with the needle, and were able to do good work upon the sewing machine.

The training given in the classes in paper construction, in cardboard construction and by work upon wood was most satisfactory. The pupils appreciated the progressive character of the lessons, and applied themselves diligently to the work. Both boys and girls received this instruction.

Cookery is an art which has many attractions, and the pupils esteem the privilege of attending the lessons very highly. Evidences of their skill and ability to do independent work were seen during public week, when, at the exhibition given by pupils of the different departments of manual training, they covered a large table with well-prepared and nicely cooked food.

The afternoon class in drawing was well attended, and the pupils were much interested in their work. The course of instruction was similar to that of previous years. The work in color was especially good.

All of these differing forms of manual training are so many strong appeals to the latent powers of a child's mind, and have a far-reaching influence over him. He yields to them readily and is moulded quite unconsciously by them. One has only to follow the child in successive lessons to understand the transformation that is going on under the spell of a magnetic, skilful teacher, and to learn that as a moral force in a child's life manual training is almost unequalled.

We wish to make grateful acknowledgment to policemen, conductors of cars and trains and to other persons connected with public conveyances, for the unvarying, kindly care which they exercise for the safety and comfort of our pupils. The parents of children attending the Horace Mann School fully appreciate the services of policemen detailed to be at the crossings upon Boylston Street at Exeter and Dartmouth streets before school and at its close.

We are indebted to Mr. Joseph B. Glover and to Mr. Samuel D. Warren for gifts of money with which to furnish much-needed lessons in printed form for our youngest pupils. Through the kindness of Miss Mary H. Parsons, special instruction was given to some girls in the primary department who needed timely help. We desire to thank these friends for their thought for our necessities, as well as for their money.

The three great events of the year, which stirred the minds and hearts of people in every land, made a deep impression upon our pupils both past and present. Two, who were members of the Horace Mann School in its early days, contributed poems to newspapers on these several occasions, and sent copies to the principal of the school. We reproduce them in this report, not as a result of the work of the school, but as showing that deafness, even when occurring at an early period in a child's life, is not necessarily a barrier to intellectual growth. The writers of these poems became totally deaf in childhood.

1900–1901.

[Written for the Boston "Journal."]

I.

The nineteenth century dies to-night. Shall we be glad, or weep?
For he that lies with glazing eyes hath sinned and sorrowed deep.
His soul is black with endless sin; his hands are red with war;
There is no priest in west or east can pardon him therefor;
Nor any skill can make him live until to-morrow's sun, —
It is too late for any fate to change what he hath done.
Yet shame on those who always speak of evil deed alone,
Who have not guessed that every breast hath longings of its own.
Deep in his mighty heart he dreamed of what mankind should be, —
Pure, brave and wise, in nobler guise, — through years he might not see;
Nor only dreamed, but strove the while his meaner self demurred,
And all the past cried out aghast against the truth it heard.
What if the wars that some call sins, along the path he trod,
Were steps that led across the dead, yet still led up to God?
Nay, what if Error's self should be unwilling friend of Right?
The darkness tires, till man desires, at any cost, the light.
Not all in vain the wrong beliefs that led his soul astray,
If through his sins, the truth begins to win our hearts to-day.

II.

The Heir is hastening through the night, and while we watch and wait,
Though he make haste, the moments waste, he will arrive too late.
No helpless, newborn child is he, as poets love to write;
His natal time was in the prime of him who dies to-night.
But still he has the soul of youth; his heart is high with pride;
Before his eyes the whole world lies, with pleasures still untried.
So through the night he rides in haste, to claim his vast estate,
Although for him whose eyes are dim he will arrive too late.
At midnight sighs the passing soul. One stands beside the dead, —
It is the Heir, strong, brave and fair, a glory 'round his head.
Broad brows above unfathomed eyes, that are too proud to weep;
A courtlier grace, a finer face, than his who lies asleep.
Will he, too, dream his golden dreams, yet sin the worn-out sins
That marred the past, until at last another age begins ?
Will pride and greed still rule the world, and mar its fair design ?
Or will he lead our steps, indeed, to something more divine ?
Who knows ? The world is still asleep, but, silent as the night,
Slow dawns the day. We watch and pray, with faces toward the light

— A. H. T. FISHER.

QUEEN VICTORIA.

[For the "Transcript."]

The nation's heart is thrilled
With sorrow keen;
Death's signet resteth now
On that most noble brow
Of England's Queen.

Thy weary, widowed years
At last are o'er;
Won is the long-sought goal,
And he — thy soul of soul —
Is thine once more!

Together ye shall rest
Till grandly rings
Heaven's glad, triumphant tone,
And waking millions own
The King of kings!

— Alice C. Jennings.

GOD REIGNS.

September 14, 1901.

[For the "Transcript."]

God reigns! Columbia, lift thy head from dust!
Thy hero falls, but thou art not alone.
The Everlasting Arms be now thy trust!
The God thy fathers knew is still thine own!

God reigns! Though thrice a treach'rous, cruel hand
Hath laid thy mightiest and thy dearest low;
And thrice, from end to end, a stricken land
In bitter sorrow hath sustained the blow.

God reigns! 'Twas mete the passing bell should sound
Its solemn peal on midnight's holy air,
While through our land, from near and farthest bound,
Millions awoke, as one, to tearful prayer.

God reigns! He saw the victory behind;
The eye might dim, the earthly strength might fail, —
The noble courage and the kingly mind
O'er Time and Death immortally prevail.

God reigns! Thou whom the Highest doth ordain
The vacant place of honor now to fill,
May wisdom, power and love with thee remain,
And guardianship Divine be round us still.

God reigns! Our hearts receive that word sublime, —
  That trumpet-call re-echoes not in vain;
The sacred keynote for all coming time, —
  God over all forevermore doth reign!

— Alice C. Jennings.

Respectfully submitted,

Francis L. Coolidge, *Chairman.*
Grafton D. Cushing.
Emily A. Fifield.
Elizabeth C. Keller.
Frank Vogel.

SARAH FULLER HOME FOR LITTLE DEAF CHILDREN.

This Home school was founded by Mrs. Louise Brooks, and incorporated in June, 1888. It is on Woburn Street, West Medford, within fifteen minutes walk of the station on the Boston & Lowell Railroad. It is for the purpose of giving a home, with care and instruction, to such little deaf children as are too young to enter the Horace Mann School for the Deaf, and also for those whose parents or guardians cannot give at home the preliminary instruction which the loss of hearing renders necessary. It is not the intention of the management to develop the Home into a large institution for many children; its ambition is to improve the quality of its work and to make the Home a model for similar schools elsewhere.

The receipts of the Home from June 1, 1900, to June 1, 1901, including a balance from the preceding year of $5,954.14, were $12,162.29. The expenditures were $4,332.48, leaving a cash balance of $7,829.81.

The number of different children who have been at the Home during the year is 15. Their ages at admission ranged from two years and five months to four years and seven months.

The Sarah Fuller Home fund amounts to $15,680.33, and the Ellen R. Dwight scholarship to $5,000.

The thirteenth annual report was made by Hannah T. Osgood, a member of the executive committee of the Home. The following extract is taken from the report: —

It is now thirteen years since Mrs. Louise Brooks started the "Sarah Fuller Home for Little Deaf Children," and during that time so many of these little children have been benefited that we can now see, as she so clearly perceived, the need of just this work, and find in the amount accomplished a reward for the devoted effort which began it and for the unfailing interest of those who have carried it on.

The object of the work has been and must be, primarily, educational. When this Home was started the necessity for the education of very young children was scarcely recognized. It is difficult for the most sympathetic mind, which has not had occasion to observe a deaf child, to realize both its possibilities and limitations. Born with the same capabilities, the same demands for knowledge of the facts and affairs of life, it yet misses the constant explanation which comes to a hearing child as its birthright, through speech; and the little one, thrown back on itself, is troubled and exasperated by the many things which it cannot understand. Early teaching brings to the child who cannot hear, by a slower process, what other children simply absorb, and leads it in various ways to a comprehension of the world about it and to habits of self-command.

It is hard for any one to realize that speech and language do not come of themselves, but are the result of hearing. The little child deprived of hearing must be taught the particular word which corresponds to every object and action, also the relation of every word to every other word, as well as to understand and use familiar speech. And all this must come through the medium of sight.

The object of the Home is through teaching to fit our children to take their places in later life side by side with hearing people. In order to keep the Home in line with all the advance in this branch of education, teachers from the Horace Mann School come frequently to instruct the children. This is of great assistance to Miss Clark, the matron, and to those associated with her, in applying approved methods to the daily work and routine of the children. . . .

It is asserted that "love is the one indispensable element for child-life," and our children certainly have it, for it is a delight to see the way they turn to Miss Clark with absolute confidence that their need for sympathy in all their joys and sorrows will meet an unfailing response.

The regularity of their lives is very helpful, and the opportunity of being out of doors in the pleasant surroundings of the Home means much for good health and enjoyment.

NEW ENGLAND INDUSTRIAL SCHOOL FOR DEAF MUTES.

BEVERLY, MASS., Jan. 1, 1902.

To the Board of Education of the Commonwealth of Massachusetts.

In compliance with chapter 28 of the Resolves of the year 1901, the trustees of the New England Industrial School for Deaf Mutes submit the following report of their expenditures of the sum authorized by said resolve: —

Balance Jan. 1, 1901,		$214 42
Receipts: —		
Donations,	$1,770 20	
Farm account,	532 42	
State appropriation,	2,000 00	
		4,302 62
		$4,517 04
Expenditures: —		
Groceries, coal, etc.,	$1,573 12	
Salaries,	1,235 81	
Farm account,	1,326 23	
Insurance,	39 50	
Interest on loan,	50 00	
		$4,224 66
Balance Jan. 1, 1902,		292 38
		$4,517 04
Amount due on outstanding accounts,	$1,010 00	
Amount due on salaries,	627 81	
Amount due on loan, Beverly National Bank,	1,000 00	
		$2,637 81
Amount of permanent fund,		$2,422 87

Respectfully submitted,

JOHN W. CARTER, *Treasurer*,
ROBERT R. ENDICOTT,
CHARLES WOODBERRY,
SAMUEL COLE,
PETER E. CLARK,
EDWARD L. GIDDINGS,
PATRICK J. LYNCH,
DUDLEY L. PICKMAN,
Trustees.

THE BOSTON SCHOOL FOR THE DEAF.

The Boston School for the Deaf was incorporated under the laws of the Commonwealth of Massachusetts, and received its charter on the third day of May, in the year of our Lord 1899. Its object is the instruction of deaf children.

The roster of the Boston School for the Deaf shows that there are at present 35 pupils from various cities and towns of the State under instruction. The children are healthy and happy and progressing rapidly in their studies. At the close of school, in June, 1901, the walls of the large recreation hall of the school were almost entirely hidden by the display of the work of the children during the year. This consisted of paper folding and cutting, mat-weaving, sewing, color work and drawing, from the preparatory class; journals, letters, illustrated color sheets, drawing and number work, by pupils of the first grade; and picture stories, original and class compositions, letters, drawings from nature, pose-drawings and needlework, from the pupils of the second grade.

The attending physician pronounces the children to be in excellent health. The children who came to the school at its opening and are now in their third year begin to articulate quite distinctly, and read with ease from the lips of their teacher and others ordinary words of conversation. Signs are not used. The teacher invariably talks to the pupils, and they are very quick to understand the movement of her lips.

There are here as among pupils in all schools children who are more clever than others, and this accounts for the fact that one or two pupils in the second year class can pronounce words with more precision and greater volume of sound than those in the grade above them. But the end in view in this school is not only to teach the children to articulate distinctly, but also to teach them as far as possible those branches of learning which are taught to speaking children in corresponding grades in other schools.

Much time is given to penmanship. All the children are obliged to write a letter monthly to their parents. In the second and third year classes each child writes a journal, so called, of what comes under its observation during the preceding day.

In arithmetic they are taught not only to do examples on the blackboard and on paper, but also to explain them by word of mouth. Problems involving operations in addition, subtraction and multiplication are solved daily. During the latter part of the second term the work in division is begun. The language work includes conversation, news and journals, writing letters, stories, and picture talks and descriptions. Much practice is given in the construction of sentences and in the use of pronouns, especially of *we*, *us*, *our*, *they*, *them* and *their*. Care is given to the conjugation of verbs in the simple present, past and future, also with *not*, and in the present progressive; also to exercises in the use of time words and of phrases and clauses in association with familiar facts and events. These exercises give drills upon the articles, introduce the expressions *another* and *the other*, and increase the vocabulary by additions of nouns, adjectives, adverbs, prepositions, conjunctions and interjections, as necessity for their use demands. Reading lessons form a part of the daily programme at the beginning of the third year. The preparatory study of geography begins with the development of the *direction thought* and the *place thought*. The pupils make creditable efforts to draw plans of the schoolroom, the schoolhouse and the grounds, as well as maps of the city, of the surrounding country and of the State, with the principal cities, rivers and mountains indicated.

The school closes on the third Wednesday in June, 1902, and re-opens on the third Wednesday of September, 1902.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The enrolment of blind persons connected with the Perkins Institution at the opening of the school year, Oct. 1, 1901, included 270 names, of which 173 were those of pupils in the main school at South Boston, 81 in its kindergarten department at Jamaica Plain and 16 in the workshop for adult blind men and women.

A further division of the number in the school gives the following results: —

Pupils in the boys' department,	77
Pupils in the girls' department,	83
Children in the kindergarten,	81
Teachers and employees,	10
Domestics,	3
Beneficiaries of Massachusetts: —	
At beginning of year,	147
Admitted during year,	18
Discharged during year,	12
At present time,	153

In spite of hindrances which, in one form or another, have been interposed during the greater part of the year to prevent the undeterred accomplishment of the aims of the school, adequate results have rewarded the earnest labor of all concerned in carrying forward this great work. When a disastrous fire in the Howe building deprived the managers of the use of certain schoolrooms and destroyed several instruments and appliances, fresh resources were developed, new arrangements were made, and the work continued uninterruptedly.

The curriculum of the institution aims at a general education which is based upon a broad and comprehensive foundation and is symmetrically and carefully planned. Thorough instruction and constant training are so necessary for the systematic development of the mental, moral and physical nature of the pupils, that none of them is allowed to centre his attention upon any one line of work or any chosen study until a certain degree of scholarship is attained.

In their last annual report to the corporation the trustees speak as follows of the character of the educational advantages with which they furnish the pupils under their charge: —

It has been our constant aim to provide for these children those advantages which are so freely given to their seeing brothers and sisters through the medium of the public schools, and to add to these such other exercises as are calculated to remedy their physical imperfections and to promote their harmonious development. Moreover, unremitting efforts have been made to keep abreast of all pedagogical advance, to utilize every improvement in methods of instruction and training, and to render the school a model one of its kind. Thus the work has been steadily growing, the curriculum has been expanding along every line, the equipment for the instruction by means of sensible objects, indispensable in the case of the blind, has become more extensive than ever before.

The literary department has maintained its reputation for the thoroughness of its work, its freedom from stereotyped forms and antiquated processes of teaching, and its readiness in adopting any methods which offer advantages in the development of the blind boys and girls, whose ultimate worth to the world depends so largely upon their mental growth and attainments. The work in its several branches has proceeded smoothly and successfully in the charge of skilled and devoted teachers, among whom few changes have occurred to interrupt the tenor of the daily tasks.

Mr. Anagnos thus speaks of the principal points which have to be considered in the arrangement of a suitable course of study: —

Of the many important things which we must keep constantly in view, the following are the most prominent, and cannot be overlooked without serious detriment: —

First. — The undisputed fact that the different mental processes have different nascent periods corresponding to those in which the different portions of the brain develop.

Second. — A new psychology that regards ideas as the result of nervous action or excitation.

Third. — The accumulation of knowledge in modern times, that makes selection and discrimination indispensable.

Fourth. — The numerous demands of a complex civilization.

These have created a necessity which compels us to examine carefully the various branches of study, with a view of selecting those which seem peculiarly adapted to our purpose, and to pursue such methods of training as are based upon the principles of mental philosophy, and are calculated to give prominence to the practice of learning by doing.

In addition to the usual literary and mathematical studies, several others of a scientific character have found a place in our curriculum. The evolution, habits and lives of animals; the nature, growth and fruition of plants and other inhabitants of the vegetable kingdom; the anatomy and functions of the human body; the physiology and hygiene of the nervous system; physics and chemistry, — all have been taught in an objective way, with the aid of zoölogical and botanical specimens, philosophical and chemical apparatus and models of various kinds.

In music every pupil would gladly revel, and abundant opportunity is given to each one to prove that he is capable of imparting or of deriving pleasure from his own performance upon some instrument. While it is a mistake to suppose that the blind are unusually talented in this respect, it is true that music alone presents no closed doors to their eager investigation, so that they may enter in and possess the kingdom of sound in its entirety. For this reason the hard, continuous discipline in this study does not seem irksome, but engages their willing service.

In his last annual report to the trustees the director of the institution describes as follows the effects of music upon persons bereft of the visual sense: —

> To the blind, music affords supreme enjoyment; it seems to them to be life itself. It introduces them into the world of sound, where they are entirely at home, and where their infirmity offers certain advantages and no hindrances. It quickens their perceptive and receptive faculties, through exercise in rapid discovery, recognition and concentration. It affords one of the best and most powerful agents for their mental development and discipline, and in its higher forms it furnishes material of a superior kind for stimulating the intellect, cultivating the imagination and training the memory. It conduces to their social and moral elevation. In nobility of expression and in power to excite joy and grief or to give pleasure or pain it is not surpassed by any of its sister arts, while its influence in subduing the passions, purifying the heart and uplifting the sentiments is more than equal to that of poetry or of painting and sculpture. For every one of the masterpieces of those great composers whose place in the pantheon of fame is already secure, has, when adequately interpreted, a message of art for a sightless listener, which is clearer and more deeply impressive than any that can be conveyed to him either by the "Iliad" and "Odyssey" of Homer, the dramas of Æschylus and Shakespeare, the "Divina Commedia" of Dante, the "Faust" of Goethe, the "Paradise Lost" of Milton or the "Sistine Madonna" of Raphael and the "Hermes" of Praxiteles.

Gymnastic exercises and manual training, well adapted to the specific needs of the individual student, supplement the literary and musical studies, furnish a welcome outlet for pent-up energies and the necessary relaxation from close application to the printed page, and play no secondary part in the mental development of each pupil. They form an indispensable addition to the curriculum, and their value has been proved in many particulars.

Mr. Anagnos thus recounts the advantages of the sloyd methods which are utilized in the institution: —

> The work of this department is prosecuted in accordance with the methods which were adopted some years ago. Additional observation and experience have confirmed our conviction that sloyd is the best and most beneficial system of manual training for our scholars. It advances towards a definite end, and bases its activities upon universal pedagogical principles. It is progressive in its exercises, logical in its treatment and educational in its effects, as well as flexible in the employment of means for the attainment of a definite aim and rich in the arrangement of a series of models, admitting of the use of a great variety of tools for their reproduction, and, although simple and easy in the beginning, growing more complex and difficult as the work proceeds. It increases the control of the muscles. It aims at ethical rather than technical results, at general organic development rather than at special skill. It gives to the learner a variety of occupations, which are no less useful and instructive because they are as attractive and as pleasant as play. Moreover, the methods used in sloyd are fitted to train the faculty of attention and the power of concentration, and to cultivate patience and perseverance, carefulness and accuracy, self-reliance and manual dexterity.
>
> The results obtained from the introduction of sloyd in our school curriculum exceed our most earnest anticipations. Through the agency of this excellent system of manual training our pupils have acquired a greater degree of intelligence and quickness of perception than they would have gained without it, have learned to rely upon themselves and to express their thoughts clearly, and have made greater progress not only in studies which involve the employment of the laboratory methods, but even in those which depend mainly upon the use of the reflective and reasoning faculties.

The Howe Memorial Press and the library of the institution continue to minister to the best interests of the school and to the requirements of an ever-increasing number of students and readers throughout the country, and to act as valuable coadjutors in the work of instructing the adult blind. The service of the former is still hampered by the lack of sufficient accommodations, and during the past winter it was crippled by the destruction of a large portion of the unbound copies of its publications through the fire in the building where these were stored. But, although the reprinting of the lost volumes has largely engaged the attention of the printers, two works — Baldwin's "Siegfried" and Irving's "Sketch Book" — can be credited to them as the harvest for the year.

The work of instructing the adult blind in their homes, of which mention was made in our last report, has now completed its first year of service, and has proved to be a most helpful agency in bringing comfort for many a weary hour of darkness into the lives of the unfortunate men and women who have been deprived of the visual sense.

The first steps were necessarily the most difficult ones, since the work was largely experimental, and proceeded along untried paths; but for every obstacle there was a helping hand extended to aid in surmounting it, and the difficulties were soon overcome.

The work was inaugurated on the first of November, 1900, by the selection of two teachers, themselves blind, and a third was soon added to their number. The problem of how to reach the unfortunate class which it was desired to benefit was the important one which called for immediate solution. As a temporary measure, communication was opened with all who had become known to the authorities of the institution through correspondence, but were advanced beyond the age at which pupils are received into the school. These formed a nucleus for the actual beginning of the work, while in the mean time the following circular was printed for distribution: —

We beg to announce that, through the action of the Legislature of the State of Massachusetts, a plan has been perfected by which the adult blind may receive instruction at their homes in reading, writing and such manual occupation as they may be capable of undertaking, and which may prove a solace to them for many weary hours which must otherwise pass in idleness. Competent teachers have been selected to furnish all the assistance in their power for the successful performance of this work.

Since it is very desirable to reach as many as possible of those who may be waiting in darkness for the intellectual light to shine upon them through this means, it is earnestly hoped that all those to whom this notice may come will co-operate in the work by sending the name and address of any such blind person to the Perkins Institution for the Blind, South Boston, Mass.

A thorough canvass of the cities and towns was next undertaken, in each of which the leaflets were freely circulated, and, through the newspapers, the schools, the churches and organized societies, the attention of the citizens was called to the possibilities of the work and their co-operation urged. The ready response and the spirit of helpfulness which was everywhere evinced were most gratifying, and became important factors in the establishment of the enterprise.

It was not long before the hands of each teacher were filled and their time fully occupied. This state of things has continued throughout the year, and there is every indication of steady growth and extended influence, as notice of this opportunity penetrates deeper into the crowded sections of the city and reaches further into the smaller towns and country places, with the added assistance of the pupils themselves.

The experience of the teachers is crowded with incidents of various kinds; but the predominant tone of the learners is an expression of deep gratitude and thankfulness and a sense of relief from solitude and idleness.

It is earnestly hoped that the work so auspiciously begun and thus firmly established may suffer no decadence, but may grow from this beginning into an active, beneficent branch of the work of the institution.

Every year in the history of the kindergarten department at Jamaica Plain marks a further advancement of its cause, a more assured future and a nearer approach to the ideals held steadily in view. Although sickness made its appearance among the children during the winter season, the work of training and instructing them has been carried on regularly and systematically, and in every particular the little school has been conducted harmoniously and successfully.

The kindergarten has reached its present degree of efficiency through the kind and thoughtful liberality of its many patrons and friends; and it is a pleasure to state that their interest has suffered no relaxation or abatement, but rather has proved to be of no ephemeral nature, pushed aside by the numerous demands which must be constantly met in the complex conditions of the life of to-day. It has surely outlived all such danger, and is now firmly rooted in the confidence of the community.

The need of a primary building for girls has not yet been met, and the demand for it is more and more urgent as time goes on, and as the waiting list of tiny, hapless applicants lengthens. More and more strenuous, too, is the endeavor to secure the means for erecting and equipping such a building; but thus far the efforts of the promoters of this cause have not been crowned with a large measure of success. The transference of six little girls, who had finished their course in the kindergarten department, to the higher grade at South Boston, permitted the entrance of the same number from among those who, in mental darkness, were awaiting such an opportunity; but by no means did this provide for all who are eligible.

Five boys were promoted from the primary department to the school at South Boston, and their places were taken by six who had successfully completed the course in the kindergarten department.

The deaf and blind pupils, who, under the tutorage of their special teachers, are pursuing the regular course of instruction in their respective classes, have made commendable progress and show excellent results for their year's work. To the three upon whose attainments we have reported in previous years, Edith Thomas, Elizabeth Robin and Thomas Stringer, must be added the names of two who have entered during the past year, — Cora Crocker of Pittsfield, aged sixteen years, and Marion Rostron of Fall River, twelve years of age. Both of these girls give evidence of a good degree of intelligence, and, with the aid of their special teachers, are rapidly acquiring the elementary knowledge which shall serve as the first rungs of the ladder leading them up out of the morass of ignorance.

It is considered a great advantage for these pupils to take their places in regular classes, in which they may feel themselves members, sharing the responsibilities and ambitions of the other students, and gaining thereby a deeper sense of companionship and of the sweet spirit of helpfulness. But to

Thomas Stringer belongs the proud distinction of standing on a level with seeing, hearing pupils at the Lowell public grammar school, being judged by the same standards, and, without concession save for the presence of his special teacher, maintaining his position among them so well as to merit promotion at the close of the school year.

This dear boy has been permitted to reach his present excellent degree of development through the numberless generous givers, who, with open heart and open hand, have showered upon him such unstinted benefactions and have so enfolded him in loving kindness that, homeless, he has found a home, and, friendless, he has now many beloved ones who have entered into his undying affections, and whose names are tenderly cherished in his warm and grateful heart.

INSTRUCTION OF THE ADULT BLIND AT THEIR HOMES.

By direction of the Legislature in 1899 the State Board of Education made an inquiry into the feasibility of instructing the adult blind at their homes. The results of this inquiry were submitted to the Legislature in May, 1900. The report of the Board is printed in full in its sixty-fourth annual report. The Legislature appropriated $1,000 to make a beginning in carrying out the recommendation of the Board that such instruction should be given. It was understood that this sum would answer for the fall of 1900. The appropriation for 1901 was $3,600, with the unused portion of the appropriation for the preceding year. The following report is from the trustees of the Perkins Institution and Massachusetts School for the Blind, in whose care the instruction was placed: —

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Jan. 1, 1902.

To the State Board of Education.

In accordance with the will of the Legislature of the State of Massachusetts, and with plans carefully formulated under the sanction of your Board, the work of instructing the adult blind in their homes was instituted on the first day of November, 1900. At first two teachers were engaged for the purpose, but a third was soon added to this number, and through these the labor has been actively prosecuted since December of that year.

An appropriation of $1,000 was granted for the enterprise under the original act, and this amount was augmented through the action of the Legislature of 1901 by a further appropriation of $3,600. The money has been carefully expended, and the cost has been kept down to the lowest point consistent with the natural growth of the work and with the thorough manner in which all have tried to carry out the plans. The total expenses during the full continuation of the work from November, 1900, to the first of January, 1902, have amounted to $3,583.15.

Although the work may be regarded as still in its infancy, the statistical table appended to this report shows very creditable results. But by no means does this tell the whole story. These mere figures fail to give full expression to the difficulties and discouragements which beset teachers and pupils alike; to the hopeless apathy which the former must overcome in the latter; to the harassing waste of time consumed in travelling from town to town, from one pupil to another; or to the sense of gratification when the victory has finally been won.

The first steps in the undertaking were to canvass the towns and cities, and, through the schools, the churches, the columns of the newspapers and every possible agency, to seek out those in need of such assistance. The ready response of editors, teachers, ministers and members of organized societies lightened the task and rendered them important instruments in its success.

The adult blind are by no means as readily taught as the young. After years of inaction or of dependence upon the visual sense, now lost, it is hard to train the fingers to be interpreters to the brain of the novel embossed characters upon which they rest for the first time. Here the use of simple manual exercises, through sloyd methods or Swedish gymnastics, has been found very beneficial; and these will be more largely utilized in the future than hitherto, as a preliminary to training in literary pursuits.

This class of people is lacking in independence and self-confidence, and it often happens that a beginner will remain inactive unless the teacher is present to offer encouragement and assistance. Progress is necessarily hampered in such cases, as it is impossible for a teacher to arrange visits recurring more frequently than twice a week.

Thus it is inevitable that this work should be slow, laborious and expensive. But, as an offset to any discouraging view which these features might present, come often from the pupils such unsolicited tokens of appreciation as that from which we offer the following extract: —

> I have thought of you so often. . . . Never, so long as I live, shall I forget the day you came to my home on a mission that would do credit to an angel from heaven. It was your hand that reached down and lifted me out from the awful pit of darkness in which I had been groping and moping for, oh, so many dreary years. It was by your hand a door was opened that let the sunlight into my lonely life, and I am so glad to have had this opportunity to let you know I do and ever shall hold my first teacher in the most grateful remembrance. I have now the Moon type, and the line type, and also this American Braille. I read them alike readily. I am also learning the art of piano tuning. I am being supplied with as many books as I want, and at no cost whatever to me. What a precious and inestimable boon!

The following unexpected tribute to the work was received at the institution, rather than through the channel of the teaching force: —

> LYNN, April 27, 1901.
>
> DEAR SIR: — After fifteen years of prolonged moping in total darkness, a door has been opened to me, and it seems as if I had been rescued from a living death. Like the miracles of old, "I was blind, but now I see."
>
> And I wish to thank you, dear sir, and the dear, patient teacher and the grand old State which has made it possible for this great benefit and pleasure to come to me.
>
> Most sincerely and gratefully yours, CHARLES W. GALE.

Under the incentive of a firm conviction as to the value of this work, its justice and utility, it is our earnest desire to carry it forward in the spirit of thoroughness and progress which it is our endeavor to inculcate in every department of this institution, and in which we are so ably seconded and strongly upheld by our faithful corps of teachers.

The names and addresses of the teachers are as follows: Miss Lillian R. Garside, 51 Pearl Street, South Framingham, Mass.; Miss Lydia Y. Hayes, 52 Dartmouth Street, Somerville, Mass.; Mr. John Vars, 68 Huntington Avenue, Boston, Mass.

STATISTICS.

Cities and Towns in which Work has been done.

Adams.
Arlington.
Athol.
Attleborough.
Boston.
Braintree.
Brookline.
Cambridge.
Charlestown.
Chelsea.
Dalton.
Dennis.
Dorchester.
Everett.
Fall River.
Grafton.
Framingham (South).
Harwich (North and West).
Holyoke.
Hopkinton.
Boston (Jamaica Plain).
Lakeville.
Leominster.
Lowell.
Lynn.
Marlborough.
Medford.
Middleborough.
Milford.
Natick.
Boston (Neponset).
Newton.
North Adams.
Orleans (East and West).
Phillipston.
Pittsfield.
Boston (Roxbury).
Somerville (East and West).
Springfield.
Stoneham.
Sutton.
Westborough.
Williamstown.
Worcester.
Yarmouth (South).

Number visited: males, 54; females, 76; total, 130. Number refusing instruction, 20. Number receiving instruction: in reading, 68; writing, 39; sewing, 7; knitting, 13; crocheting, 1; use of the sewing-machine, 2; caning chair seats, 5; tuning pianofortes, 1; gymnastics, 2; manual alphabet, 3. Summary of work done by the teachers: calls made, 265; lessons given, 942; hours of service, 4,054; miles travelled, 23,914.

All which is respectfully submitted by

MELVIN O. ADAMS,
WILLIAM ENDICOTT,
CHARLES P. GARDINER,
JOSEPH B. GLOVER,
N. P. HALLOWELL,
J. THEODORE HEARD,
HENRY MARION HOWE,
FRANCIS W. HUNNEWELL,
GEORGE H. RICHARDS,
WILLIAM L. RICHARDSON,
RICHARD M. SALTONSTALL,
S. LOTHROP THORNDIKE,
Trustees.

THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, WALTHAM.

While the Massachusetts School for the Feeble-minded is no longer required by law to report to the State Board of Education, it is nevertheless so related on its school side, if not on its custodial side, to the general educational policy of the Commonwealth, as to justify recognition of its work by the Board, as in former years. The provisions of the law relative to this institution are now to be found in sections 113–123 of chapter 87 of the Revised Laws. The following sections, in particular, define the policy of the school and show what relation the Board holds to that policy: —

SECTION 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

. . . .

SECTION 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

The trustees, though now required to report only to the State Board of Insanity, nevertheless continue to report to the State Board of Education, as may be seen in the opening words of their report: —

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 12, 1901.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1901.

The number of feeble-minded persons of all descriptions now present at Waltham and Templeton is 702; of these, 227 are supported by the Commonwealth in the school department and 107 in the custodial department. There are in the school department 16 pupils who are supported from the income of invested funds, profits from private pupils and profits from beneficiaries of other States; there are 278 inmates supported in the custodial department by cities and towns; there are 39 private pupils supported in whole or in part by parents and guardians; and there are 35 beneficiaries of other States, paying, under the statute in such cases provided, $300 each per year. It may be said here that, although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, and all share equally so far as may be the advantages derived from the entire income. We have received from the Commonwealth the annual appropriation of $35,000 for the instruction and support of pupils in the school department, also $18,110.07 for custodial cases supported by the Commonwealth. The cities and towns have paid $45,109.54. The current expenses for the year have been $113,676.14, or $3.19 per week for each inmate.

In addition to regular annual appropriation for the year, an appropriation of $25,000 was granted at the last session of the Legislature for extensions of the hospital and laundry and increase of service plant at Waltham. None of this money has yet been drawn, although contracts have been made for the hospital and laundry additions within the appropriations, or for less than $6,000 each, and work has commenced. The other projected improvements have been suspended to await the result of a petition to be made to the Legislature at the coming session for an appropriation and authority to purchase more land and erect additional buildings at Waltham.

Of the appropriation of $50,000 voted in 1900 to be expended at Templeton, we reported last year that but one third had been used; this year we have spent rather less than an additional third. So much of the appropriation as remains unspent, $23,292.91, will be sufficient to cover construction expenses at Templeton colony for the year now entered upon; but under the statute a considerable portion of this unexpended balance must be reappropriated.

A classification of our inmates according to age is as follows: —

	Males.	Females.	Totals.
Under 5, ...	5	1	6
From 5 to 10, ...	47	23	70
From 10 to 15, ...	125	65	190
From 15 to 20, ...	112	75	187
From 20 to 30, ...	101	78	179
From 30 to 40, ...	23	27	50
Over 40, ...	9	11	20
Totals, ...	422	280	702

Of the routine work at Waltham it is not necessary to speak, further than to say that it has continued to be highly satisfactory. One day at Waltham is very like any other day. There is nothing to add to the excellent story of the institution life told in the report of the superintendent for 1892, which is reprinted from year to year as an appendix to these reports. We also reprint this year, as an appendix, an instructive paper by Dr. Fernald, read before the National Conference of Charities and Convention in 1893, on the history of the treatment of the feeble-minded. And this is a fitting place to remark that the trustees at the beginning of the current year directed and insisted that Dr. Fernald should take a vacation of a few weeks for the benefit of his health and for the good of the school. This he did, being absent about two months, in that time visiting schools of the general character of our own, in England, Scotland and on the continent. He needed no further credentials for most cordial reception everywhere when it was learned that he was the author of the paper just mentioned. The most interesting fact observed by Dr. Fernald while away, and reported to the trustees, was the economy with which indigent persons of the grade of those in this school are cared for abroad. Great plants such as are generally provided in this country for heat and light were everywhere absent. He was convinced that our simple cottage system introduced at Templeton is proper and sufficient.

The health of the inmates at Waltham has been unprecedently good; and at the colony the physician's bill for attendance upon 47 boys for eighteen months has been $1, and this was for a surgical operation, sewing up a torn-open thumb, — a trivial matter, it would seem, to report, but it speaks volumes in support of the farm life at Templeton.

The experiment at Templeton, if it may still be so termed, continues satisfactory, although progress there is slower than we at first expected. But the problem is different from the ordinary one of planning and erecting buildings for a large institution, such as we had before us when moving to Waltham. We are founding a true colony, with the intention that it shall eventually be much larger than the parent institution; and with the belief that great numbers of the feeble-minded, after receiving the advantages of the training at the parent institution, can be most economically supported on a farm, where they may be housed in cottages not very much more expensive than buildings in the country occupied by persons of the social grade of our inmates. At the annual meeting a year ago we reported that a double cottage with two large sleeping rooms and a common lavatory between them had been finished, and that 47 big boys, who had been camping at Templeton since the preceding May, were moving in. Kitchen and dining room had been provided in an old farm house. At this meeting we are just so far along with a second double cottage and old farm house, and 50 more boys are moving in.

The chief event of the year has been the death of Dr. George G. Tarbell, our president, than whom no man has had more at heart the good of the school, no man has done more to promote the success of the school, no man has been more a help to the feeble-minded of this Commonwealth. Our sense of loss, as entered upon the records of the school at the next meeting of the trustees after his death, was published in the Boston newspapers at the time, and will appear as an appendix when this report is printed. As a further tribute to his memory, we take occasion to insert in the body of this report some account of the growth of the institution during Dr. Tarbell's connection with it, which, with the exception of a few months, had been continuous for twenty-three years.

Dr. Tarbell was appointed assistant superintendent in January, 1878. The office of superintendent, then held by a trustee, was merely honorary; nor was the assistant superintendent resident at the school, being expected to give to it but a small part of his time each day. There were about 80 inmates, most of them of high grade for feeble-minded persons. After an existence of thirty years the entire school had come to correspond to what is now our school department. It had come to be the scheme of the school that the pupils should remain under instruction a few years and then be returned to their homes. Only those who were thought to be improvable by schoolroom tuition were admitted, and pupils were discharged when found unfit for it, or when they ceased to improve. The institution had come to be no place for the low type of idiot with which the experimental school had its beginning. It had come to be, as it were, a part of the common school system of the Commonwealth, conducted by a corporation mostly at the expense of the Commonwealth.

At the close of his first school year Dr. Tarbell, in his report to the trustees, dwelt upon the large number of pupils discharged because unimprovable, or unsuitable, and the large number of applicants turned away for the same reason, and represented the need of an asylum or home for such cases as urgent. He was sure that if the members of the Legislature could hear the pathetic appeals made to him for the reinstatement of children discharged because unimprovable, an asylum would be speedily established. He spoke of the economy with which the affairs of the school had been administered during the year, and of the amount of time he had spent in learning the peculiar deficiencies of the pupils already in the school and investigating the cases of the numerous applicants for admission. The economy in his administration of the school was conspicuous, and his example has been followed from that day. Indeed, such of the trustees as have been long associated with Dr. Tarbell bear witness to his ever-evinced desire that the business affairs of the school should be well managed. This seemed to be with him almost a personal matter, and that we have never overrun our appropriations has been largely owing to him.

The allusion in his first report to his study of the deficiencies of the children in the school brings the recollection that he continued to do this for the remainder of his life. For many years his circumstances were such that he could give much personal labor to this charity, and it came about that he knew hundreds of the inmates by name. He learned their peculiarities, and went among them ministering to them. They knew him; and when he died large numbers mourned for him. It is one thing to take interest in a collective and impersonal charity; another thing to do charitable work in contact with the recipient, especially if the recipient be more than ill-favored in appearance. It is one thing to legislate, or suggest legislation, for Charley; it is another thing to put your hand on the grinning idiot's head, and say, "How do you do to-day, Charley; what can I do for you to-day?"

Dr. Tarbell resigned the office of superintendent at the close of the year 1883, having held the office six years. During this time the character of the school became quite different from what he found it, or at least of considerably wider scope. The custodial branch had been organized, and the need of protection for grown feeble-minded females had been recognized. Resort had been had to methods of training that had nothing to do with the schoolroom. But when Dr. Tarbell suggested the home or asylum, in 1878, the trustees in their report for that year merely said: —

The assistant superintendent speaks in his report of the good that may be done by providing for the care of many children who cannot be admitted or retained in the school. There can be no question that an asylum department may be added to our institution, if the means of maintaining it are provided, and that such a department will prove a beneficial charity.

At the end of his second year (1879) Dr. Tarbell urged upon the trustees consideration of the question of removal of the institution to a more suitable location. He said that farm work "developed the slumbering faculties of the boys more rapidly than any other method of education, and rendered them more nearly self-supporting than any other occupation." But the trustees still clung to the feature of book learning and schoolroom discipline. And now it was upon the score of economy. How to do the most good at the least cost, how to make the appropriation of the State go farthest in direction of relief and improvement, was their study, they said, and this could be done by dealing with high-grade rather than "acute" cases. Yet they represented in their report for that year (1879) that even to keep these high-grade cases in decency and comfort, removing them from the scenes of domestic life, where they must cause at all times anxiety and painful solicitude, and sometimes be subject to the jest of the thoughtless or the jeer of the cruel, would constitute in itself a noble charity. They did not as a body recognize the greater benefit that would be conferred upon communities by removing the worst cases of idiocy from their midst. More than this, several of the trustees of that day had been upon the Board long enough to have been associated with Dr. Howe in the conduct of the school; and he had ever taught, both in these annual reports and in other published papers, that communities and families must suffer the actual presence of this affliction, and make the best of it. This school should help them to make the best of it.

At the end of his third year (1880) Dr. Tarbell again urged the necessity of providing work outside of the schoolroom for both boys and girls. He had opened a sewing room for the girls; he had found work for some of the boys in bottoming chairs and making mattresses; they had done much digging and grading about a new building which had been erected upon the little estate, and had planted and cultivated a garden of not more than forty square rods. He would in no way detract from the value of school training and discipline, he said, but still he urged the fact that after a certain but varying age the greatest development for the girls was to be had in work in the sewing room, in the laundry and in ordinary household duties, and for the boys in the rougher parts of farm work. He believed that twenty per cent. of the boys, under proper supervision, could do work enough upon a farm to pay for their keeping. And now the trustees listened. They said, in *their* report for the year (1880) : —

> This matter of occupation is a very important one, not to be estimated by the amount of work done, but far more as an agent for stimulating sluggish minds to increased activity. It is interesting to see how eagerly the boys engage in out-of-door work, when any is provided. It suggests a change which has been often urged by our predecessors, viz., that at the earliest practical moment we remove from our narrow city quarters to a country farm. Many of the boys could be more advantageously employed on a farm than in a shop. They could do more for their own maintenance. But what is of vastly greater importance, the out-of-door work, the larger playground, the freer air, would do more to awaken the dull faculties than can be done in the schoolroom and in our present confined limits. . . . We commend this matter earnestly to the attention of the Legislature.

And so it came about that just twenty years ago a farm was purchased, to be conducted as a part of the institution. It lay some twenty miles away from South Boston, in Medfield and Dover, and was subsequently known as the Howe farm. And so, also, this same year (1881) a ward was opened at South Boston for the care of unimprovables. A large amount of study was given this year by Dr. Tarbell to the general subject of idiocy. In his report he said he had been much interested in arranging and analyzing the statistics concerning the children under his charge; the investigation had been confined to the 120 cases in the school during the second quarter of the year, and to the histories of their families as gained from statements given in answer to printed questions, after revision in the light of his personal knowledge of them, and supplemented by information obtained from the matron and attendants. What he said this year (1881) that may have had bearing upon the future growth of the school was that there was a demand that more provision should be made for unimprovables, and that the best method of answering that demand was a question that would soon require attention. He stated that in two cases, which he was obliged to discharge at the end of the preceding term, the town authorities felt aggrieved at his action, and very naturally could not understand why, since they contributed their share to the appropriations of the State, they could not have their idiots retained in the school; "adding," he said, "the further forcible argument that the town almshouse was a most unsuitable place for such a child."

The trustees now said (1881): —

> That the school will be moved to the farm at no distant day, or that in the immediate future there will be established somewhere in the State one or more farm schools for several hundred of the defective children of the State, is highly probable. . . .
>
> That an estate in the country will make the best home for unimprovables is too obvious for argument. . . .
>
> Fortunately, too, an out-of-door life is advantageous, in point of health, for most of these children. Even the girls profit by it in bodily health; and those of them who have sufficient capacity to be taught sewing and housework may with advantage be taught to raise flowers, be employed in the dairy, and even in raising vegetables and cereals.

The school was now conducted very much in accordance with the plans that had been suggested by Dr. Tarbell, and in the reports made by him during the remaining two years we find no more suggestions, but merely modest accounts of the success attending his labors, and some of the results of his study of the general subject of idiocy. But it will be interesting to read a little further from the reports of the trustees at this time, not only to see how fully they were following the doctor's recommendations, how the nature of the school was undergoing change, but to see the prognostications made of the present condition and operation of the school.

Thus in 1882 the trustees said: —

> The farm has proved an easy solution of some difficulties. There was a pressure upon the limited accommodations at South Boston, and this has been relieved. There was a serious risk from the pres-

ence of so many older boys in a mixed family of such a nature, and this has been averted. The removal of the boys to the farm has freed us from all anxiety on both these points, and thus the whole school has profited by the creation of the new department. Other difficulties may be solved by the same means. One of these is the care of the older girls. To keep them much longer in schoolrooms is as unwise as it is impracticable, and yet to send them out without further training into an unprotected life may be to undo all that has been done for them. If they can be retained, and at the same time employed in such a way as to be at least partly self-supporting, their lives will be the brighter and our responsibilities will be more fully discharged. Suppose them transferred to the Howe farm, to a cottage far enough off from the existing house to keep them apart from the boys, and there trained in such household and farm labor as they are fit for. Is it too much to hope that they or some of them might thus be prepared for not unacceptable service in families where they would find protection as well as employment hereafter?

Many of our pupils can never be trained to support themselves, or even to be welcome members of ordinary families. They need an asylum in which they may perhaps do some rude work, and where the good habits they have acquired may be preserved. Two cottages, one for boys growing into manhood and the other for girls growing into womanhood, might be built upon the farm, as shelters for those whom it is wiser to retain than to send to their homes or to the almshouse, to which many of them would soon be doomed.

Dr. Tarbell, in his last report as superintendent, after reviewing the work of the six years, said: —

Does not the brief retrospect show you that, even if the trustees adhere to their traditional conservatism, the school must grow?

It should grow, not only in the quantity but in the quality of its work; for, notwithstanding our present well-organized and prosperous condition, improvements can be made in many directions. You will certainly soon be called upon to take care of a larger number. This implies the erection of new buildings as its first step. Your superintendent should be the one to plan your buildings, so that they will be well adapted to the needs of the pupils. To do it well, he should have experience in their peculiar needs. The wrong man at such a time would entail upon the school the curse so often felt in institutions, — of expensive and poorly arranged buildings, ill adapted to their purposes, and which can never be comfortably or economically administered.

Dr. Tarbell continued in office for about three months after thus tendering his resignation. But his interest in the school did not cease. His successor, in the annual report the following year, refers with gratitude to his readiness and willingness to render advice and assistance on all occasions. At the annual meeting of the corporation, in October, 1884, Dr. Tarbell was elected one of the trustees on the part of the corporation. From that time his personality no longer appears in our records; but the trustees who were his associates, whether for a longer or a shorter period, fondly recollect an almost controlling yet unobtrusive influence exerted by him.

We continue our account of past events with the belief that, with the history of the school for the last twenty-five years before them, our readers will the more readily understand future aims or wants suggested.

The agitation of the question of the enlargement of the school to include unimprovables as well as improvables resulted in the passage by the Legislature of an act (1883) establishing a department for feeble-minded persons who have passed the school age. The act, however, went further and worked a radical change in the character of the institution, in that it took away its unique position of a private charitable corporation, enjoying the greatest freedom of action, but in truth depending for existence upon liberal appropriations by the Legislature. The only condition of the annual grants had been that a certain number of pupils designated by the Governor should be received and educated. For several years the number had been 55. The grant was now withheld, but in lieu thereof the institution was put upon the same footing in regard to its sources of income, outside of small invested funds, as the State insane hospitals.

The act of 1883 was regarded as hostile to the educational feature of the system. Probably it was construed too strictly, since the trustees were still permitted to receive and educate at the charge of the Commonwealth 55 special pupils, — the same number that had been the condition of the annual grant. But who of the 144 pupils then in the school should be taken as the 55? The act directed that the support of all inmates who had no property or kindred able to support them should be at the charge of the city or town in which they had a settlement. Accordingly, the trustees felt it their duty to make collections from cities and towns so far as was possible; and this led to the withdrawal of many deserving country children from the school, since their parents would be published in the annual reports of the towns as paupers, or persons who had received town aid. This was a hardship, and recourse was had to the Legislature for a remedy. The trustees represented that it was a requirement of the Commonwealth that every boy and girl within it should attend some sort of a school during a portion of the year at the expense of cities, of towns, of school districts or of parents; that every child within the Commonwealth was entitled of natural right to some sort of an education; that it would be a hardship to compel the towns to open special schools for the few feeble-minded children living within their respective limits, and an impossibility for parents to provide private instruction.

The Legislature listened with favorable ear, and in 1886 an act was passed which restored or established the school department, and put the institution on its present financial footing. The Commonwealth now pays for the maintenance and instruction or training of the pupils in the school department, except the private pupils, a few special pupils and beneficiaries from other States. The Commonwealth also pays for the indigent children in the custodial department who have no settlement. All others are paid for by the cities and towns in which they have a settlement.

Since 1886 the school department has been conducted very much as it was just prior to the legislation of 1883 and 1886, and has been regarded as the highest department of the school, especially by the inmates, or by such of the inmates as have intellect enough to consider the subject at all. In many instances, however, manual training soon takes the place of the ordinary schoolroom instruction. There are now about 125 children studying books.

The custodial department has grown from 57 inmates in 1886 to 381 to-day. Included in the custodial department have been a large number of boys and men of seventeen and eighteen years of age and upwards, some of whom originally entered the school as pupils and some as very young "unimprovable" cases. But the most striking change in our school has resulted from the admission of young women of feeble intellect, and the retention in the school of large girls who have once been pupils in the school department proper. We began to take special charge of these cases in the year 1883. There were then less than 20 of them upon our records; there are now 200, — that is, of 280 females, 200 are of child-bearing age. In 1886 we had grown to the full capacity of the buildings and land at South Boston, and had about 20 boys at the Howe farm. The pressure for the admission of new cases, more especially in the custodial department, when once we had begun to take such cases, including large girls, was so great that it became necessary to move from South Boston. Then after much consideration it was decided that the Howe farm for various reasons would not fill the wants of an institution of some 500 inmates, to which number we felt we must speedily grow. The result was that we moved to our present location at Waltham, beginning to make the movement in 1889. The appropriation for the land ($20,000) was voted in 1887. The first appropriation for the buildings ($200,000) was voted in 1888. First we bought another adjacent farm and moved to it the boys from the Howe farm. Our big boys were pioneers at Waltham, just as they have since been at Templeton, and here did much valuable work of the same character that they are now doing at Templeton. Then we built a large asylum building, complete in itself, and moved to it (1890) about 160 cases, 20 of them feeble-minded women. Next we built the administration building, a dormitory for boys and men, a dormitory for girls, a school building and a laundry. We built another dormitory for boys and men and another for feeble-minded women. All these buildings are "well adapted to the needs of the pupils." They were planned for the most part by our present accomplished and experienced superintendent, who came to us in 1887, when we were first contemplating the move to Waltham. In 1896 we saw that our land in Waltham was not sufficient in extent to afford farm work to the ever-increasing numbers of large boys and men; and after much thought we came to the conclusion that an enlargement of the institution, by establishing an overflow colony at a distance, where land would be cheap and work would be plenty, would be the wisest course. We were most successful in finding land at a reasonable price for such colony, and our success in this direction is assured.

The principal department of the Massachusetts School for the Feeble-minded is now the custodial department, and the protection of feeble-minded women is its most important office. Idiocy cannot be cured. A mind defective at birth, no matter how much it may be developed in any direction, can never be made sound. Inherited defects in mind and body will remain in great degree. The greatest safeguard of the State against idiocy is the prevention of the procreation of children by idiotic and feeble-minded parents.

This is now universally recognized among philanthropists. Investigation, recently made by Dr. Butler, the secretary of the Indiana State Board of Charities, very much in line with investigations made by Dr. Tarbell in our institution twenty years ago, but more extended, developed the fact that in a group of 241 families, in which there were two or more generations, there were 970 persons who were blood relations. Of the 241 families, 221 had two generations of feeble-mindedness, 16 had three generations, 3 families had four generations and 1 had five generations. His conclusion was that the State should retain control of these grown-up children for life.

"Never," says Dr. Butler, in a paper read before the National Association for the Advancement of Science, at Denver, in August last, "did we appreciate so strongly as we do to-day the untold misery and accumulating expense caused by the lack of control of our feeble-minded population. Their fecundity and animal instincts make them fit subjects for consideration, both on financial and moral grounds, to say nothing of the dangers that beset those of strong minds who have weak bodies. Its solution lies in an intelligent and general knowledge of the subject by the public, preventative measures by legal marriage restrictions and other means, the education of feeble-minded children and the custodial care of feeble-minded women."

Again, Dr. Butler says: "While it is easily possible for parents of normal faculties, through dissipation, vice or disease, to produce feeble-minded offspring, there seems to be no method by which the tendency can be reversed, and the degeneration thus easily accomplished, displaced by regeneration and restoration in succeeding generations. Usually, and in a large number of cases, feeble-minded children are the offspring of feeble-minded parents. It is equally true that in a majority of cases the children of feeble-minded parents are feeble-minded."

Dr. Jarvis, the lieutenant of Dr. Howe in founding this school, wrote in 1849: "Humanity requires that the succession of idiots should be arrested. Yet many weak-minded persons and some simpletons marry, and leave another generation more weak or simple than themselves."

What, then, shall be done with the feeble-minded females whom of necessity this Commonwealth must support and protect, or who under the present law must become a charge upon the cities and towns? It is our belief that it is for the best interest of all concerned that they shall be intrusted to our care. The almshouse is not a fit place for them. If protection is to be afforded, we can do the work with economy, since we make them extremely useful in caring for little children, besides doing the laundry work and a large amount of ordinary household work. Experience has told us that it would be hard to find a substitute for the excellent service of these women as helpers to the attendants. They may not bear children, but they care for children with the tenderness and affection that normal little maidens bestow upon their dolls. Thus they may do the best of woman's work.

Up to a recent period it has been a hope, and perhaps a general opinion, that many of our feeble-minded females would be sent to Templeton. We have seen that twenty years ago the trustees contemplated opening a cottage for the older girls on the Howe farm, and in like manner some persons have supposed that as a matter of course we should soon begin to erect cottages for our women at Templeton, just such as we have built and are building for our big boys, and that our overflow women would find plenty of suitable out-of-door employment. When in these reports we urged the purchase of land for the colony experiment, we drew pictures of rustic scenes, in which these big girls were at work in flower and kitchen gardens, in the dairy, among beehives, etc. But reflection tells us that it would never be safe to bring them into the neighborhood of our boys, who are wandering freely over the whole estate. We should thus promote the evil which we wish to restrain, to say nothing of the effect upon the surrounding communities of a large invasion of women of this description. The passive weakness of the women is not the whole curse. Dr. Jarvis wrote in 1849: "The most lamentable and certain, though less frequent, cause of congenital idiocy is the lasciviousness of some female idiots, whose illegitimate offspring are almost always like themselves, — idiotic and lustful."

Doubtless the time will come when we may care for women in colonies, but that will be a time when we can build higher fences than we have found necessary to provide at Waltham, or we must employ proportionally more attendants than we have found need for at Waltham. For a long time yet it will be difficult to get suitable attendants for service at Templeton, and probably wherever the feeble-minded women are located, they must be housed in buildings of a much more substantial character than those occupied by the boys. Only the cottage system is suitable at Templeton. The ordinary institution system, with large buildings, must serve for Waltham.

The feeble-minded women's department fills out our institution and makes it as nearly as may be complete. We properly maintain our school department at Waltham. At Templeton we have our big boys. At Waltham, again, we have our very young people, and many boys in training who from time to time as they grow up will be sent to Templeton; and we have at Waltham our forever weak and helpless inmates, young and old.

If we assume the custody of more of these unfortunate girls and women, we can readily take charge of large additional numbers of young children of both sexes. This we may do if an addition of some twenty or more acres of land is made to grounds at Waltham and a few more buildings erected; but no substantial increase of our numbers in any class can be made at Waltham without increase of territory there.

The laundry, as it is soon to be enlarged under an appropriation of last year, will be of sufficient working capacity to fill the wants of 1,000 inmates. The hospital can from time to time be enlarged as needed without loss of old plant. We should need new kitchen and storage facilities, and largely increased accommodations for attendants. As stated above, we have undertaken extension in this direction already, and work in relation thereto has been suspended until it shall be determined whether the Waltham part of the school shall be substantially enlarged.

The question arises, similar to one which arose twenty years ago, when the big boys were moved from South Boston to the Howe farm, whether it will not be advisable to adopt the policy of eventually abandoning Waltham altogether, and removing the entire school to Templeton, and perhaps establishing additional colonies from Templeton as headquarters. To us, however, it seems that we can never withdraw our school department, nor our young children while they remain young, from the immediate neighborhood of Boston, or from the thickly settled portion of the State. The parents and guardians must have the opportunity, without too great expense, to visit our inmates of these descriptions. This was the belief of the trustees ten years ago, when the school was removed to Waltham, instead of to the Howe farm at Medfield and Dover.

We therefore shall petition the Legislature the coming winter for an appropriation and authority to purchase additional land at Waltham for the purpose of the school, as near as may be to our present location. We think it would be well to make provision for 1,000 inmates in all at Waltham. We have now accommodations for about 650. The amount of the appropriation to be asked for is not yet determined.

Charles Francis Adams, 2d,
Francis J. Barnes,
Francis Bartlett,
Elizabeth E. Coolidge,
John S. Damrell,
Thomas W. Davis,
Samuel Hoar,
William W. Swan,
Charles E. Ware,
Frank G. Wheatley,
Charles F. Wyman,

Trustees.

Terms of Admission.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent, WALTER E. FERNALD, M.D.

APPENDIX F.

ILLITERACY IN MASSACHUSETTS.

By HORACE G. WADLIN,

Chief of the Massachusetts Bureau of Statistics of Labor.

ILLITERACY IN MASSACHUSETTS.

Comparisons made from time to time, as successive censuses permit, of illiteracy in Massachusetts, afford interesting and conclusive evidence of the effect of the public schools in diminishing the evil. The subject has been treated in a previous report,* the returns of the State census of 1885 forming the basis of the article. The facts obtained in the census of 1895, and in the twelfth census of the United States, taken in 1900, permit a re-examination of the question, and enable us to trace the exact conditions as they existed at these later dates.

Before entering upon a comparison of the statistics, it should be pointed out that the term "illiteracy," as used in the census, in this and in other countries, means simply the inability to read or write. Persons reported as illiterate in the census are not entirely unintelligent, and they may even have a certain amount of education not derived from books. They are simply analphabetes, *i.e.*, persons unacquainted with the alphabet, the knowledge of which precedes the acquirement of education from books. In this country, also, the term covers those unable to read or write in any language, and not merely those unacquainted with English. In the returns of the decennial censuses of Massachusetts, illiteracy is of three degrees within this general definition. That is, the illiterates comprise those unable to read, those unable to write, and those who can neither read nor write, in any language. With this definition clearly in mind, we are prepared to examine the tables, the first of which, derived from the census of 1895, shows the total number of illiterates in the State at that date, by sex and age periods, with the degree of illiteracy.

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* Fifty-first annual report of the Board of Education, 1886-87, pp. 223-237.

Illiterates by age periods, with degree of illiteracy.

THE STATE, AND AGE PERIODS.	MALES.			FEMALES.		
	Cannot read.	Cannot write.	Neither read nor write.	Cannot read.	Cannot write.	Neither read nor write.
THE STATE, ...	81	5,853	47,238	33	13,046	61,518
10 to 14 years, ...	2	343	1,330	1	281	998
15 to 19 years, ...	6	418	3,205	3	351	2,504
20 to 29 years, ...	24	1,222	12,005	9	1,549	10,514
30 to 49 years, ...	30	2,184	17,837	17	4,969	21,915
50 years and over, ...	19	1,686	12,861	3	5,896	25,587

THE STATE, AND AGE PERIODS.	BOTH SEXES.			TOTAL ILLITERATES.
	Cannot read.	Cannot write.	Neither read nor write.	
THE STATE, ...	114	18,899	108,756	127,769
10 to 14 years, ...	3	624	2,328	2,955
15 to 19 years, ...	9	769	5,709	6,487
20 to 29 years, ...	33	2,771	22,519	25,323
30 to 49 years, ...	47	7,153	39,752	46,952
50 years and over, ...	22	7,582	38,448	46,052

Confining our attention to the final section of this table, relating to both sexes, we note that the total number reported as unable to read, but able to write, is 114. This condition, which at first glance seems anomalous, applies to a few persons, always discovered in the census enumeration, who are no doubt able to write their names, and are therefore returned as able to write, but who are otherwise illiterate. The persons returned as unable to write, but who can read, number 18,899; and the absolutely illiterate, unable either to read or write, number 108,756. By age periods it at once appears that, of the entire number of illiterates of all degrees, namely, 127,769, there are but 9,442 under age twenty. These include 2,955 in the period ten to fourteen, and 6,487 in the period fifteen to nineteen. On the other hand, there are 25,323 in the age period twenty to twenty-nine, 46,952 in the period thirty to forty-nine, and 46,052 in the period fifty years and over. The next table classifies the illiterates so as to bring out the conditions as to nativity.

Illiterates by nativity.

THE STATE, AND SEX.	Native born, native descent.	Native born, foreign descent.	Foreign born.	Foreign born, naturalized.	Foreign born, alien.	Total illiterates.	Population 10 years of age and over.	Percentages of total illiterates of population 10 years of age and over.
THE STATE, .	5,998	5,824	73,825	3,731	38,391	127,769	2,040,417	6.26
Males, .	3,024	2,681	5,345	3,731	38,391	53,172	983,952	5.40
Females, .	2,974	3,143	68,480	-	-	74,597	1,056,465	7.07

In this table it appears that only 5,998 of the entire number are native born of native descent. The term "descent," as used in this and subsequent tables, refers to the immediate descent of the person, as indicated by the nativity of the father; that is, the descent of the person is not traced beyond the immediately preceding generation. If reference is made to the percentages in the final column of the table, it may be seen that, although the total number of illiterates formed 6.26 per cent. of the total population ten years of age and over, nevertheless, as shown by this table and that previously presented relating to ages, a very large proportion of the total comprises adult foreign-born persons, who have been attracted to the State on account of the opportunities afforded to better their condition, but who have had no opportunity to avail themselves of the educational advantages of the Commonwealth. This may be seen more clearly, perhaps, by means of the following table, which reproduces the figures for the State, with percentages for each class, and also enables a comparison to be made between the cities as a whole and the towns as a whole.

Illiterates by cities and towns, with percentages.

CLASSIFICATION.	ILLITERATES.							
	NUMBERS.				PERCENTAGES.			
	Native born, native descent.	Native born, foreign descent.	Foreign born.	Totals.	Native born, native descent.	Native born, foreign descent.	Foreign born.	Totals.
THE STATE, .	5,998	5,824	115,947	127,769	4.69	4.56	90.75	100.00
The cities, .	2,714	2,952	80,939	86,605	2.12	2.31	63.35	67.78
The towns, .	3,284	2,872	35,008	41,164	2.57	2.25	27.40	32.22

Citing merely the percentages in this table, we may say that, of the total number of illiterates disclosed in our latest State census, nearly 91 in every 100 (90.75 per cent.) were foreign born, and between 4 and 5 in every 100 were found in the classes native born of native descent, and native born of foreign descent, respectively, the actual percentages in each of these classes being 4.69 and 4.56. Nearly 68 illiterates in every 100 (67.78 per cent.) were found in the cities of the State, as against about 32 in every 100 (32.22 per cent.) in the towns. Of the foreign-born illiterates, about 63 in every 100 (63.35 per cent.) were found in the cities, and about 27 in every 100 (27.40 per cent.) in the towns. Of the native born of native descent and native born of foreign descent, substantially identical percentages are found in the cities and towns, respectively.

It is profitable to trace the change in the illiterate population, as shown by three successive decennial censuses, beginning with 1875. This may be done in connection with the following table: —

Comparison of illiteracy, 1875, 1885, 1895.

CENSUS YEARS.	POPULATION 10 YEARS OF AGE AND OVER.			PERCENTAGE OF ILLITERATES OF POPULATION OF EACH CLASS.		
	Native born.	Foreign born.	Totals.	Native born.	Foreign born.	Totals.
1875, . . .	914,183	399,436	1,313,619	1.33	23.12	7.96
1885, . . .	1,077,868	504,093	1,581,961	1.29	21.50	7.73
1895, . . .	1,302,148	738,269	2,040,417	.91	15.71	6.26

This table shows the population ten years of age and over, native born, foreign born, and in the aggregate, as shown in 1875, 1885 and 1895, respectively. It shows also the percentage of illiterates of the population of each class at each date. The percentage of total illiterates dropped from 7.96 in 1875 to 6.26 in 1895. The native-born illiterates, who in 1875 comprised 1.33 per cent. of the native-born population ten years of age and over, dropped to .91 per cent. in 1895; and, although the foreign-born illiterates form, as we have just seen, a large proportion of the total illiterates in the State, nevertheless, the percentage of foreign-born illiterates of foreign-born population ten years of age and over has dropped from

23.12 to 15.71 in the twenty years covered by the table. This certainly shows the constantly increasing influence of remedial conditions.

The tables contained in the census volume covering the cities and towns of the Commonwealth in detail, which need not be reproduced here, showed that in 1895, in the State at large, there was 1 illiterate person, within the census meaning of that term, to every 16 persons ten years of age and over, as against 1 to every 13 persons in 1885. This of course shows the decline in per capita illiteracy in the later year, as compared with the earlier. All the counties showed a decrease in per capita illiteracy except the counties of Bristol and Hampshire, in which no change appeared; and the counties of Barnstable, Dukes and Nantucket, in which there were increases. In these last-named counties, however, the number of illiterates was comparatively small, and the changes cannot be considered important. In the State as a whole there were 113 cities and towns which showed an increase in per capita illiteracy in 1895 as compared with 1885, there were 220 which showed a decrease, and in 20 no change appeared. The location of these cities and towns by counties is shown in the next table.

Number of cities and towns showing increase or decrease in per capita illiteracy in 1895, by counties.

THE STATE, AND COUNTIES.	NUMBER OF CITIES AND TOWNS SHOWING —			Total number of cities and towns.	PERCENTAGES.		
	Increase.	Decrease.	No change.		Increase.	Decrease.	No change.
THE STATE, .	113	220	20	353	32	62	6
Barnstable, .	6	8	1	15	40	53	7
Berkshire, .	6	26	-	32	19	81	-
Bristol, . .	11	7	2	20	55	35	10
Dukes, . .	4	3	-	7	57	43	-
Essex, . .	4	30	1	35	11	86	3
Franklin, .	14	12	-	26	54	46	-
Hampden, .	5	13	5	23	22	56	22
Hampshire, .	11	9	3	23	48	39	13
Middlesex, .	13	40	1	54	24	74	2
Nantucket, .	1	-	-	1	100	-	-
Norfolk, .	4	23	-	27	15	85	-
Plymouth, .	12	14	1	27	44	52	4
Suffolk, . .	2	2	-	4	50	50	-
Worcester, .	20	33	6	59	34	56	10

We next introduce a table showing the number of native and foreign-born illiterates, classed in two groups, namely, minors ten to nineteen years of age, and adults twenty years of age and over, each group being considered as percentages of the total number of illiterates, for the census years 1885 and 1895.

Native and foreign-born illiterates compared with total illiterates.

CLASSIFICATION OF AGES.	NUMBER OF ILLITERATES.				PERCENTAGES OF TOTAL ILLITERATES.			
	1885.		1895.		1885.		1895.	
	Native born.	Foreign born.	Native born.	Foreign born.	Native born.	Foreign born.	Native born.	Foreign born.
10 to 19 years, .	4,360	7,767	2,298	7,144	3.57	6.35	1.80	5.59
20 years and over,	9,538	100,598	9,524	108,803	7.80	82.28	7.45	85.16
Totals, . .	13,898	108,365	11,822	115,947	11.37	88.63	9.25	90.75

This table at once brings out the significant point that, whereas in 1885 there were 88.63 per cent. of our entire illiterates foreign born, the percentage in 1895 had become 90.75; and, although 11.37 per cent. of the entire number of illiterates in 1885 were native born, only 9.25 per cent. were native born in 1895. The illiterate minors (under twenty) comprised 9.92 per cent. of the total illiterates in 1885 (3.57 per cent. native born and 6.35 per cent. foreign born), and but 7.39 per cent. (1.80 per cent. native born and 5.59 per cent. foreign born) in 1895. In 1875 the figures (not presented in the table) showed that 11.09 per cent. of the total illiterates were minors under twenty, of whom the native born comprised 4.53 per cent. of the total illiterates and the foreign born 6.56 per cent. In other words, the illiterate minors under twenty declined from 11.09 in every 100 illiterates in 1875 to 7.39 in every 100 in 1895, and the native-born illiterate minors from 4.53 in every 100 to only 1.80. The foreign-born illiterate minors under twenty, who in 1875 numbered 6.56 in every 100, although the succeeding twenty years witnessed a constant stream of immigration, numbered but 6.35 in every 100 in 1885 and but 5.59 in 1895. The numbers and percentages of the illiterate minors only, compared with total illiterates for each census year, 1875, 1885 and 1895, are summarized in the following table : —

Illiterate minors compared with total illiterates.

YEARS.	NUMBER OF ILLITERATES 10 TO 19 YEARS OF AGE.			PERCENTAGE OF ILLITERATES 10 TO 19 YEARS OF AGE OF TOTAL ILLITERATES.		
	Native born.	Foreign born.	Totals.	Native born.	Foreign born.	Totals.
1875,	4,736	6,859	11,595	4.53	6.56	11.09
1885,	4,360	7,767	12,127	3.57	6.35	9.92
1895,	2,298	7,144	9,442	1.80	5.59	7.39

It is, of course, the illiterate minor with whom the educational system of the State is most deeply concerned. As pointed out in our previous review of this subject,* Massachusetts has said to her native children, "Education, freely offered, must be accepted by you." She says the same to the children of those who come to her from abroad. Knowing no distinctions of race or creed, with a system of instruction available to all, she has determined that preventable illiteracy shall not exist within her borders ; and the results so far secured justify the means she has adopted ultimately to attain this end. The tendency, noted then, to strengthen and extend the statutes regulating the instruction of minors has continued. Our laws relative to the education of children, and to the prevention of their employment whenever such employment would conflict with their schooling, are carefully drawn and well enforced. The relatively small proportion of illiteracy for which the Commonwealth can be held responsible, and its constantly declining proportion, although perhaps sufficiently shown by the tables already presented, may be more graphically seen when the number of illiterate minors is considered with reference to the population ten years of age and over. To this end attention may be profitably given to the following statement : —

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* Fifty-first annual report of the Board, *loc. cit.*

Illiterate minors compared with population ten years of age and over.

YEARS.	NUMBER OF ILLITERATES 10 TO 19 YEARS OF AGE.			PERCENTAGE OF ILLITERATES 10 TO 19 YEARS OF AGE OF POPULATION 10 YEARS AND OVER.		
	Native born.	Foreign born.	Totals.	Native born.	Foreign born.	Totals.
1875, ...	4,736	6,859	11,595	.36	.52	.88
1885, ...	4,360	7,767	12,127	.28	.49	.77
1895, ...	2,298	7,144	9,442	.11	.35	.46

Considering only the percentages shown for 1895, we note that illiterate minors under twenty years of age comprised but *forty-six hundredths of one per cent.* of the population ten years of age and over; that foreign-born illiterate minors constituted but *thirty-five hundredths of one per cent.* of the foreign-born population ten years of age and over; and that native-born illiterates constituted but *eleven hundredths of one per cent.* of the native-born population ten years of age and over. In each group the percentages show a constant decline since 1875. These percentages relate to illiterates of all degrees. The absolutely illiterate minors under twenty including both native and foreign born, — that is, illiterates unable either to read or write, — comprised *thirty-nine hundredths of one per cent.* of the population ten years of age and over; the corresponding figure for 1885 being *fifty-three hundredths of one per cent.*

The number of native-born illiterates under twenty years of age, as shown in the three preceding tables, aggregated in 1895 but 2,298 persons. The exceedingly small proportion of such illiteracy, when compared with the population, is of course very plain. Let us see how much of the native-born illiteracy is really a product of Massachusetts. Upon this point the next table is conclusive.

Nativity and parent nativity of native-born illiterates under twenty years of age.

PLACE OF BIRTH OF FATHER.	NATIVE-BORN ILLITERATES UNDER 20 YEARS OF AGE.		
	Born in Massachusetts.	Born in other States.	Totals.
Massachusetts,	356	45	401
Other States,	207	218	425
Ireland,	307	26	333
Canada (French),	563	262	825
Canada (English),	37	24	61
England,	62	9	71
Portugal,	57	3	60
Nova Scotia,	21	2	23
Scotland,	11	2	13
Germany,	23	3	26
France,	7	5	12
Italy,	12	2	14
Sweden,	5	1	6
Newfoundland,	4	-	4
New Brunswick,	5	1	6
Poland,	4	-	4
Denmark,	2	-	2
Holland,	2	-	2
Russia,	1	1	2
Switzerland,	1	-	1
Austria,	2	-	2
South America,	2	-	2
Prince Edward Island,	-	1	1
Asia,	-	1	1
China,	-	1	1
Totals,	1,691	607	2,298

The table shows that, of the 2,298 native-born illiterate minors under twenty years of age, only 1,691 were born in Massachusetts, 607 having come to us from other States. Only 401 had fathers born in Massachusetts; the nativity of the fathers of the others being shown by the table, the Canadian French predominating, followed, in order named, by those born in other States of the Union, in Ireland, in England, in Canada of English descent, in Portugal and in Germany, and, in constantly diminishing numbers, in various other foreign countries. In passing, we may say that, of the native-born illiterates under twenty years of age, 493 were idiotic, although that fact does not appear in the table, reducing still further the number of native-born illiterate minors whose illiteracy may be considered within the preventable class.

The statistics relating to illiteracy from the twelfth United States census, taken in 1900, have only been made public so far as to show the illiterate males of voting age (twenty-one years of age and over). Along this single line, however, we are able to compare conditions in Massachusetts with those obtaining in other States. In these comparisons we shall use percentages merely, as the facts are more significant when presented in that way.

According to the returns of 1900, the illiterate males in Massachusetts twenty-one years of age and over constituted 6.4 per cent. of the male population of that age limit. Of the 50 States and Territories, 27 have a larger percentage than this; 1 (Maine) has the same percentage, and 21 have smaller percentages. But the conclusion that the illiteracy of Massachusetts is principally due to immigration, bringing to us adult persons over whose education we have obviously had no control, receives additional support when we examine the percentage of native-born illiterate males of voting age, of native-born male population of that age shown by the census of 1900, in comparison with that found elsewhere. For example, only one per cent. of the native-born males of voting age were illiterate in Massachusetts. No other State has so small a percentage as this.

In the following statement we compare the Massachusetts percentage with those found in the several groups of States and Territories: —

Percentages of native-born illiterates of voting age of total native-born population of voting age.

	Per Cent.
North Atlantic division,	2.4
South Atlantic division,	25.1
North Central division,	3.6
South Central division,	23.5
Western division,	4.7
MASSACHUSETTS,	1.0

Finally, we present a similar statement, relating to native white males of voting age, born of native parents.

Percentages of native white males (of native parentage) of voting age, of population of the same class.

	Per Cent.
North Atlantic division,	2.1
South Atlantic division,	12.2
North central division,	3.5
South central division,	11.5
Western division,	2.8
MASSACHUSETTS,	.6

A percentage smaller than that shown for Massachusetts in the last statement can be found in no other State except that of five tenths of one per cent., which appears in the State of Washington.

Appendix G.

REPORT ON COUNTY TRUANT SCHOOLS,

BASED ON

Reports by Superintendents of the Truant Schools, by John T. Prince, J. W. MacDonald and G. T. Fletcher, Agents of the Board, and on Information from Other Sources.

COUNTY TRUANT SCHOOLS.

Visitation by the State Board of Education. — The Legislature of 1898 ordered that county truant schools should be subject to visitation by the State Board of Education and that said Board should report thereon annually to the Legislature. Accordingly, agents of the Board have visited these schools. From their reports, as well as from other available sources, the material of the present report has been prepared.

County Truant Schools of the State. — The following table gives a list of the different county truant schools in the State : —

County truant schools.	Location.	Superintendent.
Essex, ...	Lawrence, .	Leon G. Swan.
Hampden, ...	Springfield, .	Erwin G. Ward.
Hampshire and Franklin, . . .	Goshen, . .	A. D. Cordtsen.
Middlesex, ...	No. Chelmsford,	M. A. Warren.
Norfolk, Bristol and Plymouth, . .	Walpole, . .	J. H. Craig.
Suffolk, — Boston Parental, . . .	West Roxbury,	D. P. Dame.
Worcester, ...	Oakdale, . .	F. L. Johnson.

The counties of Barnstable, Berkshire, Dukes and Nantucket are by law exempted from maintaining truant schools of their own, but the county commissioners of each of these excepted counties are authorized to avail themselves of any existing county school as a place of commitment.

The following statement shows the number of different persons in the truant schools for the year ending Dec. 31, 1901 : —

County Truant Schools.	Number at beginning of the year.	Admitted.	Discharged.	Number at close of the year.
Essex,	32	39	35	36
Hampden,	26	29	26	29*
Hampshire and Franklin,	–	1	–	1
Middlesex,	120	90	76	134
Norfolk, Bristol and Plymouth,	57	42	57	42
Suffolk, — Boston Parental,	196	204	187	213
Worcester,	31	20	24	27
Totals,	462	425	405	482

* Hampden reports for the year ending September 30.

ESSEX COUNTY TRUANT SCHOOL.

Leon G. Swan, *Superintendent.*

Statistical Information. — The following are the principal facts of general interest: —

Commitments: —

Number of boys in the school Dec. 31, 1900,	32
Number of boys committed in 1901,	39
Whole number cared for in 1901,	71

Discharges: —

Number of boys discharged,	30
Number of boys released on probation,	5
Number of boys remaining Dec. 31, 1901,	36
	71

Length of sentence: —

Number of boys sent for one year,	30
Number of boys sent for one year and six months,	1
Number of boys sent for two years,	4
Number of boys sent by parents,	4
	39

Cause of commitment: —

Number of boys committed for truancy,	30
Number of boys committed as absentees,	5
Number of boys sent by parents,	4
	39

Sentences, Work and Health. — As will be seen by the table, 39 boys have been received and 35 have been discharged, only 4 remaining who were here a year ago. They pass out from the school into the same locality, among the same companions, and under practically the same conditions as existed prior to their commitment. The short time they are with us is not sufficient for them to grow away from their past influences. Much more good might result from longer sentences.

As in the past, boys have been required to attend school four hours each day five days a week. Of necessity the school is ungraded, requiring many classes in the same branch to accommodate all of the pupils. A certain portion of each day is set apart for work, while nineteen hours are reserved each week for play.

The boys have been instructed in the use of carpenter's tools, and many articles have been made for use in the school. The summer months were spent on the farm, and the boys had practical instruction in market gardening.

The general health of the boys has been excellent, and, with the exception of a broken collar bone, there have been no accidents.

Birthplace of boys: —

Massachusetts,	28
Maine,	2
New York,	1
Pennsylvania,	1
Vermont,	1
Nova Scotia,	1
Italy,	1
Syria,	1
Unknown,	3
	39

Previous education: —

Number of boys who could read and write,	33
Number of boys who could read only,	5
Number of boys who could neither read nor write,	1
	39

Number of boys who had acquired the cigarette habit,	16
Number of boys previously arrested for truancy,	7
Number of boys previously arrested for other cause,	2

Amount received for board of boys,	$1,882 06
Amount received for labor of boys,	445 25
Amount received for farm sales,	1,530 32
Amount received for miscellaneous sales,	11 07
	$3,868 70

Net cost of school,	$5,155 37
Net weekly per capita cost,	3 004

HAMPDEN COUNTY TRUANT SCHOOL.

ERWIN G. WARD, *Superintendent.*

Commitments and Attendance. — The following report is for the year ending Sept. 30, 1901: —

Number of boys in school Sept. 30, 1900,	26
Committed during the year,	29
Discharged during the year,	26
Remaining Sept. 30, 1901,	29
Average number for the year,	29
Number of different boys during the year,	57
Highest number during the year,	31
Lowest number at one time,	26

Of those committed, 7 were habitual absentees and 22 habitual truants. Of those released, 25 were discharged at the expiration of their sentences, and 1 paroled by the county commissioners. Of the number committed, 22 could read and write; 7 could barely read and write, — an improvement over last year. Only 1 in school was returned for the second time.

Of the 7 habitual absentees, 3 were over fifteen years old, 2 were over fourteen, 1 over thirteen and 1 over eleven. All but the 2 boys, eleven and thirteen years old respectively, were from the city of Springfield. Of the 29 boys committed, 26 were cigarette smokers.

Expenses. — The total expenses for the year were $7,888.43. This covers every dollar spent in repairs, general improvements and support of school. The total income from board of truants was $2,473.95; the net cost per capita per week was $3.59.

Crops. — The season has been very favorable for farming. The hay crop was sufficient for our own needs. Our large garden kept our tables well supplied with fine vegetables through the summer and fall, and also yielded a large surplus for the winter. The boys help in this work outside of school hours, and enjoy it very much. They have also had small gardens of their own, and have shown much interest in them.

Health. — The boys have enjoyed excellent health during the past year. There has been no serious sickness for more than five years.

School Instruction. — Nearly the same lines have been followed as in the past year. The boys have received five hours' instruction daily for five days a week throughout the year, but during the summer months the work has been made easier and more entertaining. The school is of such a mixed nature that much individual work is required. The boys are taught that school must be attended to first, the other work being secondary. We enforce this rule because many of our boys never go to school after leaving the truant school. Much improvement has been made in manual training. The boys receive some five hours' instruction each week in that work, and they look forward with pleasure to each lesson.

The Boys after Discharge. — Most of the boys discharged during the past year have done very well. Better results have been obtained with the younger boys, — those under fourteen years. Most of the boys over fourteen form bad habits before coming to the truant school, and a six months' sentence fails to make much impression upon them for good.

Other Statistical Information. — Ages of boys committed during the year: —

Between 9 and 10 years,	1
Between 10 and 11 years,	3
Between 11 and 12 years,	7
Between 12 and 13 years,	7
Between 13 and 14 years,	6
Between 14 and 15 years,	2
Between 15 and 16 years,	3
	29

Length of commitment and the number for each period: —

Six months,	6
Ten months,	1
One year,	16
Two years,	6
	29

Committed from cities and towns during the year: —

Springfield,	11
Holyoke,	13
Westfield,	1
Pittsfield,	1
North Adams,	2
Great Barrington,	1
	29

Birthplace of boys committed during the year: —

Massachusetts,	24
Vermont,	1
Connecticut,	1
Michigan,	1
Italy,	1
Ireland,	1
	29

Domestic condition of boys committed during the year: —

Father dead,	4
Mother dead,	2
Parents separated,	1

Parentage of those received during the year: —

American,	3
Irish,	16
French,	4
Italian,	1
Scotch,	1
German Jew,	1
German-American,	3
	29

Nationality of parents of boys committed during the year: —

Father born in United States,	7
Father foreign born (including 2 from Canada),	18
Unknown,	4
	29

Mother born in United States,	8
Mother foreign born (including 2 from Canada),	15
Unknown,	6
	29

TRUANT SCHOOL OF HAMPSHIRE AND FRANKLIN COUNTIES.

A. D. CORDTSEN, *Superintendent.*

Transfer of the School. — Owing to the death of the former superintendent, W. A. Barrus, the truant school of Hampshire and Franklin counties was moved last August to the farm of A. D. Cordtsen of the same town.

Attendance limited to a Single Pupil. — During the year 1901 only 1 boy was sentenced, — March 8, for one year. He was sentenced as an absentee from the Northampton schools. The pupil studies, according to the rules, three hours each day, and does some light work on the farm. He is a member of the family, and treated as such so far as it seems practicable. The present pupil has developed into a trusty boy, and will probably give no more trouble when he returns to Northampton.

MIDDLESEX COUNTY TRUANT SCHOOL.

M. A. WARREN, *Superintendent.*

The superintendent submits the following report for the year ending Dec. 31, 1901: —

Boys in the school Jan. 1, 1901,	120
Admitted during the year,	90
Discharged during the year,	76
Remaining Dec. 31, 1901,	134
Average for the year,	127

Of those committed, 81 were habitual truants, 5 violators of the rules of school and 4 returned from probation.

Of those released, 61 were discharged by expiration of sentence, 14 were released upon probation and 1 died.

Of the number committed, 71 could read and write, 2 could only read and 17 could neither read nor write.

The current expenses for the year amounted to $20,982.42, or $3.17 per capita per week.

The amount collected and paid to the county treasurer from cities and towns for the support of pupils was $6,688.88 and from sundry receipts $27.06; there is due from cities and towns for support of pupils $295.28; making a total of $7,011.22. The net cost per capita was $2.11 per week.

Ages of boys admitted during the year: —

Between 7 and 8 years,	1
Between 8 and 9 years,	7
Between 9 and 10 years,	14
Between 10 and 11 years,	12
Between 11 and 12 years,	18
Between 12 and 13 years,	20
Between 13 and 14 years,	14
Between 14 and 15 years,	4
	90

Birthplace of boys committed during the year: —

Massachusetts,	71
New Hampshire,	4
Canada,	3
Connecticut,	1

Michigan,	2
New York,	1
Nova Scotia,	1
Russia,	1
Vermont,	2
Newfoundland,	1
Pennsylvania,	1
England,	1
Unknown,	1
	90

Domestic condition of boys committed during the year: —

Father dead,	16
Mother dead,	17
Both parents dead,	6
Parents separated,	2

Birthplace of parents of boys committed during the year: —

Father born in the United States,	27
Father foreign born,	48
Birthplace unknown,	15
	90

Mother born in the United States,	39
Father foreign born,	44
Birthplace unknown,	7
	90

TRUANT SCHOOL OF NORFOLK, BRISTOL AND PLYMOUTH COUNTIES.

James H. Craig, *Superintendent.*

The superintendent submits the following report for the year ending Dec. 31, 1901: —

Number of boys in school Jan. 1, 1901,	57
Number of boys committed during the year,	42
Number of boys discharged during the year,	57
Number of boys in school Jan. 1, 1902,	42
Average attendance for the year,	48
Served full sentence,	50
Pardoned,	7
Recommitted,	7

Of those pardoned, not one so far has been returned. Sentences varying from three months to two years were imposed, mostly one year.

Total expenditures for the year, . . .	$11,955 33
Total receipts, ...	2,584 00

Extensive repairs, including additions, alterations and painting, account for the increased expenses.

The school hours are from 9.30 to 11.30 A.M., and from 2.15 to 5 P.M., with a short recess in the afternoon, making about four and three quarters hours of schooling per day for a school week of five days.

There is no manual training; the sentences imposed on many of the boys hardly call for it, in view of the fact that such sentences require the boys to spend but a short time here.

The farm, from which an abundance of fresh vegetables, etc., is raised for home consumption, furnishes, outside of play hours, a healthful, and, except to the sluggard, pleasant mode of outdoor employment.

SUFFOLK COUNTY TRUANT SCHOOL.

D. P. DAME, *Superintendent.*

The Boston Parental School. — The Parental School of Boston is by law the truant school for Suffolk County, although Chelsea, Revere and Winthrop, which with Boston constitute Suffolk County, are regarded by law as belonging for truancy purposes to Middlesex County.

Statistics of Attendance, Nativity and Parental Relations. — The following statistics cover the year from Feb. 1, 1901, to Feb. 1, 1902: —

Spirit of the School. — The report of the present superintendent is necessarily brief, inasmuch as it is made at the expiration of only four months of actual service in the institution. The work and needs of the school have been fully set forth by my predecessor, Mr. B. C. Day, in his reports of the past few years, and I would only emphasize at this time what he has already so well said.

When I assumed the duties of the position in September, 1901, a healthy spirit existed among the boys, and the general atmosphere of the whole institution was one of activity and earnestness. The results of the study, perseverance and zeal of my predecessor were everywhere manifest, and the qualities which won for him so large a measure of success in this work are worthy of emulation.

Statistical Information. — Various facts of interest are presented under the following heads: —

Attendance.

Number of boys in school Feb. 1, 1901,	196
Admitted during the year,*	205
Discharged during the year,	164
Released on probation,	23
Number of boys in school Jan. 31, 1902,	213
Died,	1
Average attendance during the year,	201.9
Weekly per capita expense of maintenance,	$3 99
Average age at commitment,	12 yrs., 10 mos., 4 days
Average time spent in the school by boys discharged during the year,	1 yr., 1 day
Largest number of commitments in any one month — October,	51

Nativity of parents.

Both parents born in United States,	29
Both parents born in Ireland,	35
Both parents born in Russia,	18
Both parents born in Italy,	20
Both parents born in Canada,	7
Both parents born in some other country,	8
One parent native born,	25
Both parents foreign born but of different nationalities,	8
One parent native born, other unknown,	5
One parent foreign born, other unknown,	16
Nativity of parents unknown,	34
Total,	205

Parental relations of boys committed during the year.

Both parents living,	135
Mother dead,	21
Had step-mother,	14
Father dead,	42
Had step-father,	14
Both parents dead,	7

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* Including one returned from probation.

TRUANT SCHOOL OF WORCESTER COUNTY.

F. L. Johnson, *Superintendent.*

Object of the School. — If we wish to make the bad better, we must do something else besides punishing them. While in the eye of the law this school exists because of wrong-doing, and is a legally established punishing place, its object is to make better, to reform, to give to the boys committed to it the educational advantages of which under various circumstances they have been deprived. Ten years have passed since the establishment of the school; an opportunity is now given to show the true worth of the school in the improvement of its earlier graduates, many of whom have become useful citizens.

Attendance. — The attendance has been on an average with other years. Dec. 31, 1900, there were 31 boys in the school. We received, in 1901, 20 boys and discharged 24 boys, leaving 27 boys in the school on Dec. 31, 1901. The boys have averaged very much younger than in any previous year. The oldest boy is fourteen and the youngest is nine, making the average age about eleven years.

Health. — The boys have been very free from sickness this past year. The services of a physician have been needed but little, though at this writing we have one case of scarlet fever, which is confined to the annex, and every precaution is being taken to keep the disease from spreading among the boys.

Work. — The work in the schoolroom is being done better, in my opinion, than in any previous year. We have a superior lady teacher, and, with the help of bright, energetic normal school apprentices, who give their services for the training, individual attention so much needed among this class of boys can be given.

THE TRUANT SCHOOLS AS SEEN BY AGENTS OF THE BOARD.

Mr. MacDonald reports as follows upon the truant school of Middlesex County at North Chelmsford: —

In accordance with instructions, I visited the Middlesex County Truant School, North Chelmsford, November 12; the Industrial School for Girls, Lancaster, November 18; and the Essex County Truant School, Lawrence, November 26.

At Chelmsford I am pleased to be able to report very satisfactory conditions in the educational work of the institution. The three rooms required to accommodate the number of pupils permit a reasonably good classification and grading, and the two-years term for which the boys are generally sentenced gives time for a training both intellectual and moral that with a shorter term would not be possible. The instruction is generally good, and in arithmetic, geography, history and music the results compare favorably with those of the public schools. The pupils need a great deal of illustration, repetition and drill to fix what they are taught, and the teachers succeed in proportion as they select subjects, methods and devices suited to the needs and abilities of the pupils, instead of imitating those of the public schools.

Outdoor work of various kinds and manual training are made important factors in the education of the boys, and are very popular with them.

An interesting organization, which certainly deserves to be counted among the educational features of the school, is the brass band, to which the boys esteem it a great privilege to belong. Its hour for practice came during my visit. The playing was surprisingly good, and the appreciation and zest of the performers were manifest. The boys showed also that in this occupation at least they were capable of close mental concentration, continued for quite a lengthy period, — a faculty which is generally supposed to be weak in young people of this kind.

In conclusion, I would say that Middlesex County is to be congratulated on having a truant school where the main effort is to reform and elevate, not to imprison. It should be kept in mind that boys like these are not for the most part criminals by will and choice; they have simply been born into the world with a mental and moral endowment and under conditions that would have made any of us as bad as they are. I cannot restrain the feeling that in "playing truant" they are no more recreant to the public good, as they see it, than are those who would treat them as criminals and make truant schools chiefly prisons.

Of the Essex school at Lawrence Mr. MacDonald says: —

At the Essex County Truant School the conditions are less favorable than at North Chelmsford. The idea of restraint and imprisonment is too prominent. The number of pupils, if number alone is considered, seems to require but one teacher; but this teacher is handicapped by a multiplicity of grades and classes, — a condition especially unfortunate with pupils of abnormal intellects. Adaptation of the instruction to individual needs and abilities, the introduction of devices to make the instruction attractive and interesting, the repetition and drill requisite to fix it in the minds of such boys, are quite impossible. The school is sparsely equipped even for the instruction that it almost solely aims to give, — that is, book instruction. There is little that can be called manual or industrial training, though I understand an effort in this direction is to be made. If this purpose succeeds, it will add a most valuable element to the education of these boys; for while a certain amount of academic learning is necessary, yet these boys will never become eminent in that field. The best the school can do for them is to give them a training that will help them to useful occupations in life.

It is true that they now have farming in its season, housework and chair-seating, which are good as far as they go; but the prospects of a mere farm hand in Massachusetts are not inviting, and the field which chair-seating opens up to these boys for employment after they are discharged seems to be somewhat limited. These occupations seem to be pursued at the school fully as much for commercial as for educational reasons, and an annual return of about $2,000 is derived from them. This is the gross return; the net return is probably very small.

The session of the school is from 2 to 6 P.M., — the poorest time in the day for school work; but probably the forenoon is better for chair-seating.

I would say, for the superintendent, teacher and other administrative officers of the school, that they are probably doing for the moral and intellectual uplift of the boys in their charge all that can be done with the facilities at their disposal. It may also be said for the Essex County officials, who in a large degree determine the policy of the school, that reasonable economy in public works is not a matter to be underrated. The error, if there is one, comes from conducting a school with numbers so small that desirable efficiency and reasonable economy cannot both be secured. Would it not be better if the counties would unite to maintain truant schools of such a number of pupils as would secure both of these ends? The number of pupils necessary to obtain maximum efficiency with minimum cost is from 100 to 150, or thereabouts. There is just about the needed number in the Essex County Truant School and that of Norfolk, Bristol and Plymouth counties combined; and about the same number in the Worcester County school and in those west of Worcester County.

In this connection the following figures for 1900 will be instructive: —

Essex County Truant School: —

Average number of pupils,	37
Total cost of school,	$9,605 41
Net cost to county,	5,592 55
Cost of a pupil per week,	3 89
Cost to county per week,	2 89

Truant School of Norfolk, Bristol and Plymouth Counties: —

Average number of pupils,	63
Total cost of school,	$10,707 60
Net cost to county,	7,083 51
Cost of a pupil per week,	3 15
Cost to counties per week,	2 15

Both of the above schools: —

Average number of pupils,	100
Total cost of schools,	$20,313 01
Net cost to counties,	13,676 06
Cost of a pupil per week,	3 63
Cost to counties,	2 63

Middlesex County Truant School: —

Average number of pupils,	116
Total cost of school,	$17,991 31
Net cost to county,	11,526 89
Cost of a pupil per week,	2 91
Cost to county per week,	1 91

Yet, if one thinks that the pupils get the same profit from the Essex County school or from that of Norfolk, Bristol and Plymouth counties as they do from the Middlesex County school, he would do well to visit the three schools and see for himself how much better off the boys are in the cheapest school of the three.

Girls are not sent to the county truant schools, but to the Lancaster Industrial School for Girls. Of the truant girls in this school Mr. MacDonald says: —

At the Lancaster Industrial School for Girls the number of truants is small compared with the whole number of inmates, and are mostly assigned to one or two of the many schools organized there for the better classification of the inmates. The educational training appears to be good, but the progress made by the pupils is very much slower than in the public schools. This seems to me to be entirely due to the limited mental capacity of the girls. In this respect the truant girl seems to average very much below the truant boy.

The girls enjoyed singing, and sang quite well, perhaps a little harshly. They do quite well in drawing. They like history, but teaching them history is like pouring water into a sieve. In arithmetic their capacity was very limited. They read fairly well, and some of them recited choice selections from poems very pleasingly.

I should say that the truant girls in the Lancaster home are well cared for.

Mr. Prince reports as follows upon the truant school at Walpole of Norfolk, Bristol and Plymouth counties: —

In compliance with your request, I have to-day, Oct. 21, 1901, visited the Norfolk County Truant School at Walpole. I found the accommodations and facilities not unlike what they were at my last visit in February, a report of which I made to you at that time. There is still an inexcusable lack of facilities for manual training, and there is no gymnasium. The schoolroom is fairly well equipped with material for teaching, and is well ventilated and lighted.

There are at present 43 pupils in the school, 9 having been added during the month of October. One teacher has sole charge of the work of the school, which is in session four and one half hours daily. An assistant is expected to be employed soon. The program, so far as I could learn, consists of exercises in reading, arithmetic and language, the reading being what is found in the books of geography and history. The entire morning session is, I understand, given to arithmetic, heard in four classes. This time — nearly half of the entire time given to school work — seems to me too large a proportion for arithmetic alone. Very little time, if any, is given to literature, nature study or drawing, — subjects which have a peculiar value for this class of children.

In respect to discipline there is little to say beyond the fact that fairly good order prevailed during the time of my visit. There were some cases of idleness and also some cases of doing little things slyly, but generally there was attention in the class, and the boys were busy when not in recitation. As a sign that the discipline is not severe, it may be noted that there has been but one case of corporal punishment thus far since the school year began.

The teaching of the arithmetic classes — all that I observed — was only fair, — certainly not better than would be ordinarily found in the lower grades of a city grammar school. Several mistakes on the part of the teacher were noticed, and there was what I consider to be a poor method of questioning. On the other hand, there was an evident effort on the part of the teacher to secure accuracy of statements and results.

On the whole, I can report that, according to standards frequently set for this class of schools, the work is fairly well done; but according to standards of permanent reformation, which such schools should strive for, there is much that still needs to be done, especially in making adequate provisions for manual training and proper physical exercises.

Of the Boston Parental School Mr. Prince says: —

Since my last report more manual training work for the boys has been introduced, two periods a week of one and one half hours each being given in wood working. The work of this department is, I believe, deserving of great credit. The practical nature of the exercises in no way diminishes their educational or disciplinary value, while their usefulness for this class of boys is unquestionable.

The work in other departments, so far as I could judge in two brief visits, is generally good, — as good as would be found in ordinary city schools. The effort is made to carry on the work so that the boys entering the school will have lost no time on their return to the school from which they came.

I am glad to report that new buildings are soon to be erected to take the place of the present temporary school building, and to supply needed sleeping accommodations.

In one, at least, of the dormitories I believe there is too little oversight of the right kind. A distinction should be carefully made between an oversight for protection and an oversight for detection. The former oversight is such as any careful parent exercises to prevent possible disorder, and can be exercised in such a way as to give no hint of spying. The cubicle plan of dormitories is, I believe, to be preferred to the open plan, but the greatest care should be taken to prevent possible contamination or wrong-doing.

Under certain conditions, truants, absentees and school offenders are sent to the Lyman School for Boys. Mr. Prince says of the boys thus committed: —

At the time of my visit to the Lyman School there were but four or five boys there who had been committed for truancy. On general principles, it would seem wrong to send boys committed for this offence to an institution in which there are boys for much more serious offences, like larceny, breaking and entering, etc., but the judicious care that is exercised to prevent contamination and to give needed formative occupations disarms much of the criticism that might be made. The manual work is especially to be commended, both in quantity and quality. This work includes whittling, sloyd, turning and iron work, and requires ten hours a week to be given to it, — this in addition to the twenty-three hours a week in school.

Mr. Fletcher reports as follows on the truant school at Goshen: —

I visited Goshen Nov. 4, 1901. After the death of Mr. Barrus, the former superintendent, the school was temporarily located at the farmhouse of Mr. A. D. Cordtsen, in the same town. No special preparation was made for the reception of truants, either as regards rooms or teachers. There were the usual farm accommodations, and Mrs. Cordtsen, formerly a teacher in the public schools, has charge of such instruction as is given. The one boy of the school was sentenced March 9, 1901, as an "habitual absentee," but did not enter the school until Aug. 26, 1901. He is taught in the ordinary school branches, and does chores about the farm.

The counties of Franklin and Hampshire have no educational policy in dealing with truants, and have never made adequate provisions for them.

Of the school at Springfield Mr. Fletcher says: —

The policy of the school is to treat the pupils kindly, and to give them as much schoolroom work and instruction as their ability and needs seem to require. The teaching seems to be good. Manual training, which the boys like most, is given for one and one half hours three days in the week; it is only knife work, however.

It is the aim of the superintendent to give the boys as much manual labor as conditions allow. Dormitory, kitchen and housework in general, care of one horse and a few hens, and a vegetable garden, are the only available resources for employment of hands. The rooms of the house have been improved by sheathing the ceilings with boards and some improvements in sanitation have been made since my last visit. The school seems to be well managed within its limited means. More ground for farming purposes is needed, but the great want is a suitable building for mechanical purposes. These boys should be trained in the use of tools. The term of sentence should be long enough to make the advantages possible in such a school most valuable.

Of the Oakdale school Mr. Fletcher says: —

The school seems to be in good condition. It contains some 30 boys, and aims to make them healthy and happy, to provide them with home comforts, with school instruction and with various kinds of work in the house, in the barn and on the farm, and to give them some training in carpentry. I was favorably impressed by the instruction given, as well as by the method and spirit of the discipline. Although there is some provision for work with tools, there should be larger facilities for this kind of training. The commitment of imbeciles and criminals to the truant schools seems to me improper.

GENERAL COMMENTS.

This is the fourth year the Board has been required to report upon the various truant schools in the State. Messrs. Prince, Fletcher and MacDonald during this period have visited every county school and some of the county schools several times. From these reports it may be fairly inferred: —

1. That the provisions made by the counties for the training of boys range from those that are meagre, as at Goshen, to those that are admirable, as at Chelmsford.

2. That, while there are signs of opposing conceptions as to the sort of discipline that should be exercised over truant boys, — the one negative and inclining more to repressive measures,

the other positive and inclining rather to developing processes, — the trend of the schools in practice — or in thought where the practice is hindered — is towards the latter ideal.

3. That some of the schools consider more than the rest the educative effects of the various things the boys are called upon to do.

4. That, while it is better that the boy should work with his hands than be idle, and better still that he should be commercially productive than work to little purpose, it is best of all that he should work in ways that make increasing demands on his capacity, steadily widen his outlook, and furnish him with richer resources of fundamental principles and processes, — in ways, therefore, that are genuinely educative.

5. That the commitments of the boys are, on the whole, for periods that are too brief for them to get the full benefit of such excellent provisions as are or might be made for them.

6. That the commitment to the truant schools of imbecile or criminal boys is to be deprecated.

Like all public institutions to which offenders are sentenced, the truant school may be administered on either of two theories. People are agreed that it is desirable to reform the truant boy, but they are not so clear — at least, they have not been so clear in the past — as to which of two policies is the better calculated to produce the desired result. The older policy is that the truant school should be somewhat simply and sternly administered, — not cruelly, not without deference to the boy's needs of all sorts, but still in such a way that he shall regard it as a place of rigid discipline, to be shunned rather than courted, and be quite willing to accept the public school after all as the more congenial home. The later policy is that the truant school shall study the needs, allure the better side of the boy to its natural expression, make itself as agreeable and profitable a school as possible, in the hope that the boy may be led to set his heart on better things and to do better in the public school when he is finally released. One objection that is sometimes raised against the latter policy is that the boy likes the truant school so well that he will take pains to get committed to it again. Is there not, however, a pretty strong intimation in this objection that, if the public school could get closer to the truant's needs, tastes, active nature, it might succeed in interesting and holding him? But the public school has one disadvantage, — there are the wretched home conditions of the boy to contend with. By taking the boy on full time, the truant school eliminates for that time the depressing home environment.

Now, the trend of the best educational thought is towards positive calls upon the better side of child nature to yield its finer expressions, and that trend is the right one for the truant school to respect. The world has not succeeded in improving people much by its primitive sterner measures; it has succeeded in accomplishing more by milder methods of a more strictly educative kind. Under either policy its pathway is strewn with failures, but there is a reducing percentage of failure under the latter.

AN ABSTRACT

OF THE

SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH

FOR

THE SCHOOL YEAR, 1900–1901.

BARNSTABLE COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Barnstable, ...	4,364	$4,328,340	27	633	419	750	5	91	445	689	640	.93
Bourne, ...	1,657	2,141,825	11	266	197	338	1	42	228	290	267	.92
Brewster, ...	829	528,760	5	134	94	133	1	27	92	121	113	.93
Chatham, ...	1,749	884,975	12	214	177	257	-	43	177	239	214	.90
Dennis, ...	2,333	1,056,665	14	352	300	471	-	83	282	430	399	.93
Eastham, ...	502	320,540	3	79	60	78	-	2	36	66	60	.91
Falmouth, ...	3,500	7,342,214	16	485	322	524	-	76	325	472	418	.89
Harwich, ...	2,334	1,126,043	12	368	271	388	-	55	240	348	311	.89
Mashpee, ...	303	182,120	3	69	51	68	1	7	47	56	50	.90
Orleans, ...	1,123	554,437	4	175	139	208	-	24	105	184	167	.91
Provincetown, . . .	4,247	1,849,138	19	621	483	855	2	87	496	770	709	.92
Sandwich, ...	1,448	971,725	9	207	165	212	-	59	140	202	188	.92
Truro, ...	767	342,780	6	132	105	150	1	9	105	133	125	.94
Wellfleet, ...	988	791,533	4	110	89	151	-	20	94	124	113	.91
Yarmouth, ...	1,682	1,785,376	9	183	137	233	1	54	134	214	199	.93
Totals, . . .	27,826	$24,206,471	154	4,028	3,009	4,816	12	679	2,946	4,338	3,973	.92

BERKSHIRE COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Adams, ...	11,134	$5,081,877	43	2,395	1,563	1,715	5	121	1,172	1,531	1,464	.96
Alford, ...	272	166,310	3	37	31	42	-	3	33	28	24	.87
Becket, ...	994	452,996	7	183	135	194	7	3	125	146	126	.86

Cheshire, ...	1,221	683,535	7	159	108	211	–	18	126	166	148	.89
Clarksburg, ...	943	239,755	5	262	193	283	5	6	205	180	164	.91
Dalton, ...	3,014	2,653,750	22	504	352	620	6	68	386	555	515	.93
Egremont, . . .	758	439,360	4	110	76	110	3	11	96	89	75	.84
Florida, ...	390	151,159	5	89	62	104	2	3	71	83	78	.95
Great Barrington, . .	5,854	3,898,445	29	950	640	1,051	22	209	618	881	767	.87
Hancock, . . .	451	294,487	5	79	60	106	–	10	67	70	60	.86
Hinsdale, . . .	1,485	592,790	10	252	185	291	6	19	197	235	222	.94
Lanesborough, . .	780	464,192	6	145	103	155	5	9	124	121	97	.81
Lee, ...	3,596	1,760,771	12	697	493	658	67	90	395	550	505	.92
Lenox, ...	2,942	3,711,572	18	543	365	707	15	45	382	567	498	.88
Monterey, . . .	455	226,845	5	89	59	83	–	7	63	70	63	.90
Mount Washington, .	122	94,134	2	27	19	29	1	1	19	24	20	.86
New Ashford, . .	107	54,170	1	16	14	16	–	–	14	10	7	.70
New Marlborough, .	1,282	575,749	10	216	161	256	11	7	180	178	150	.84
North Adams, . .	24,200	12,902,009	78	4,565	3,269	3,376	221	227	2,204	2,925	2,702	.92
Otis, ...	476	216,292	5	72	34	68	2	4	34	53	44	.84
Peru, ...	253	120,249	3	38	23	38	1	5	23	35	25	.71
Pittsfield, . . .	21,766	15,229,367	104	3,892	2,778	3,886	18	328	2,653	3,302	3,031	.91
Richmond, . . .	679	326,536	7	154	131	146	4	8	107	119	103	.86
Sandisfield, . . .	661	320,292	8	107	74	118	2	11	82	92	81	.89
Savoy, ...	506	157,111	6	87	67	87	–	4	68	76	68	.89
Sheffield, . . .	1,804	865,525	10	294	224	354	10	48	219	269	231	.86
Stockbridge, . . .	2,081	3,296,377	11	388	309	432	1	47	384	366	328	.90
Tyringham, . . .	386	221,717	3	54	40	67	–	3	54	51	43	.86
Washington, . . .	377	247,724	7	82	54	76	–	1	57	58	52	.90
West Stockbridge, .	1,158	404,063	8	190	152	229	6	13	148	198	171	.86
Williamstown, . .	5,013	2,790,168	27	783	545	929	9	113	611	802	746	.92
Windsor, ...	507	195,276	7	80	59	95	4	11	63	81	70	.87
Totals, . . .	95,667	$58,834,603	478	17,539	12,378	16,532	433	1,453	10,980	13,911	12,678	.91

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Barnstable,	28	8	24	18	23	$72 08	$41 07	233-4	8-13	2	4	94	9-16 9-16	$1,000 00 682 50
Bourne,	12	3	12	6	6	70 66	42 43	94-10	8-12	1	2	51	9-10	855 00
Brewster,	6	1	5	2	4	80 00	40 00	43	8-10	1	2	34	9	1,080 00
Chatham,	12	1	12	1	8	83 33	29 18	108	9	1	1	40	9	750 00
Dennis,	14	5	9	4	5	65 00	37 00	112-3	8	2	2	70	9 9	855 00 675 00
Eastham,	3	–	3	2	3	–	40 00	27	9	–	–	–	–	–
Falmouth,	18	3	15	3	10	97 30	49 00	148-15	9-10	1	3	75	10	1,400 00
Harwich,	13	1	15	5	6	75 00	38 76	102-8	8-10	1	2	52	9-14	750 00
Mashpee,	3	–	3	–	–	–	39 33	24	8	–	–	–	–	–
Orleans,	6	2	4	1	3	67 50	40 00	36-16	9	1	2	51	9-16	850 00
Provincetown,	23	2	22	5	5	94 74	35 10	180-10	9-10	1	3	68	9-10	1,000 00
Sandwich,	10	2	8	3	3	74 14	37 88	79-10	8-18	1	2	28	9-10	850 00
Truro,	7	–	6	–	2	–	37 88	54	9	–	–	–	–	–
Wellfleet,	4	2	5	1	1	86 42	38 33	47-10	9-10	1	1	30	9-10	800 00
Yarmouth,	11	4	7	2	3	78 77	41 00	80-2	8-18	1	1	33	8-18	1,000 00
Totals,	170	34	150	53	82	$76 30	$39 15	1,371-8	8-18	14	25	626	9-8	$12,547 50

BERKSHIRE COUNTY — CONTINUED.

Adams,	50	6	50	20	24	$104 27	$44 80	398-7	9-6	1	7	158	9-17	$1,700 00
Alford,	3	–	4	–	4	–	26 00	27	9	–	–	–	–	–
Becket,	7	–	8	1	2	–	29 85	58-10	8-14	–	–	–	–	–

Cheshire, . .	7	-	7	1	1	-	37 15	64	9-4	1	1	35	10	600 00
Clarksburg, . .	5	1	4	3	3	40 00	40 00	42-5	8-9	-	-	-	-	-
Dalton, . . .	22	2	20	6	6	80 00	40 70	172	9-1	1	4	75	10	1,100 00
Egremont, . .	4	1	6	-	-	40 00	31 12	39	9-15	-	-	-	-	-
Florida, . . .	5	-	8	3	5	-	35 20	40-5	8	-	-	-	-	-
Great Barrington, .	32	2	34	7	8	120 00	38 07	293-7	9-9	1	6	166	9-7	1,800 00
Hancock, . .	5	-	6	-	-	-	28 28	41	8-4	-	-	-	-	-
Hinsdale, . .	10	1	11	2	2	64 84	32 33	90-5	9-4	1	1	31	9-5	600 00
Lanesborough, .	6	1	9	3	4	36 00	33 60	52-5	8-15	-	-	-	-	-
Lee, ...	16	1	15	2	3	123 08	39 28	114-10	9-11	1	3	95	9-15	1,200 00
Lenox, . . .	19	1	20	11	12	110 00	43 11	175-4	9-18	1	3	61	9-18	1,100 00
Monterey, . .	5	1	4	-	-	22 00	22 00	38	8-15	-	-	-	-	-
Mount Washington,	2	2	1	1	1	40 00	40 00	16	8	-	-	-	-	-
New Ashford, .	1	-	1	-	-	-	32 00	8-10	8-10	-	-	-	-	-
New Marlborough, .	10	-	14	3	3	-	27 00	84	8-8	-	-	-	-	-
North Adams, .	106	8	98	27	48	113 07	49 97	728	9-6	1	8	240	9-7	2,200 00
Otis, . . .	5	2	4	-	2	28 00	25 00	40	8	-	-	-	-	-
Peru, . . .	3	-	6	1	1	-	28 80	24	8	-	-	-	-	-
Pittsfield, . .	118	11	111	22	23	98 22	41 98	999-14	9-12	1	9	248	9-12	2,000 00
Richmond, . .	7	-	7	1	2	-	31 43	60-11	8-13	-	-	-	-	-
Sandisfield, . .	8	1	12	1	2	21 00	20 55	64-13	8-1	-	-	-	-	-
Savoy, . . .	6	2	7	4	6	28 00	28 00	44	7-6	-	-	-	-	-
Sheffield, . .	11	1	10	1	1	61 70	32 02	95	9-5	1	1	39	9-10	588 00
Stockbridge, . .	14	2	13	9	10	120 00	45 00	106-14	9-14	1	3	58	9-18	1,200 00
Tyringham, . .	3	-	4	-	-	-	30 50	24-18	8-6	-	-	-	-	-
Washington, . .	7	-	10	-	-	-	29 43	53-13	8-8	-	-	-	-	-
West Stockbridge, .	8	2	6	4	4	28 00	33 33	74	9-5	-	-	-	-	-
Williamstown, .	31	4	29	8	10	72 28	39 83	191-2	9-2	1	4	81	9-12	1,000 00
Windsor, . .	7	-	11	1	2	-	29 45	56	8	-	-	-	-	-
Totals, . .	543	52	550	142	189	$82 81	$39 79	4,316-13	9	12	50	1,287	9-13	$15,088 00

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	Expenditures for the Support of Public Schools.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Barnstable, . .	$12,362 25	$2,312 30	$2,351 64	$213 83	$1,200 00	$1,397 34	$266 49	$20,103 85	$394 32	$19,709 53
Bourne, . .	5,223 36	415 96	720 43	54 00	675 00	823 49	35 10	7,947 34	875 01	7,072 33
Brewster, . .	2,386 80	179 00	215 33	97 00	312 60	317 40	58 54	3,566 67	765 18	2,801 49
Chatham, . .	3,530 32	365 00	666 94	165 00	124 98	444 94	267 93	5,565 11	394 38	5,170 73
Dennis, . . .	5,327 75	-	760 00	195 00	1,016 30	412 88	62 00	7,773 93	1,205 90	6,568 03
Eastham, . .	1,318 40	87 75	183 53	-	177 42	42 11	40 30	1,849 51	899 51	950 00
Falmouth, . .	9,549 27	2,084 00	2,540 72	168 41	1,400 00	1,076 44	50 75	16,869 59	447 73	16,421 86
Harwich, . .	4,704 55	-	919 56	152 73	750 00	457 92	138 30	7,123 06	1,007 88	6,115 18
Mashpee, . .	985 50	-	153 50	37 00	162 86	110 12	27 30	1,476 28	717 59	758 69
Orleans, . .	2,812 50	927 75	506 81	20 00	250 08	251 51	49 28	4,817 93	1,001 11	3,816 82
Provincetown, .	9,079 67	-	1,702 81	94 75	859 09	1,000 00	410 69	13,147 01	1,379 38	11,767 63
Sandwich, . .	3,771 82	329 00	409 63	38 50	675 00	435 10	161 36	5,820 41	1,344 43	4,475 98
Truro, . . .	2,245 40	-	200 52	104 00	-	173 15	52 88	2,775 95	604 78	2,171 17
Wellfleet, . .	2,018 95	169 80	257 37	86 50	177 32	154 49	153 25	3,017 68	709 18	2,308 50
Yarmouth, . .	4,590 00	586 00	476 14	132 50	241 19	250 59	148 50	6,424 92	2,008 80	4,416 12
Totals, . .	$69,906 54	$7,456 56	$12,064 93	$1,559 22	$8,021 84	$7,347 48	$1,922 67	$108,279 24	$13,755 18	$94,524 06

BERKSHIRE COUNTY — CONTINUED.

Adams, . . .	$24,999 25	$127 90	$5,035 78	$525 00	$1,900 00	$2,384 95	$1,942 05	$36,914 93	-	$36,914 93
Alford, . . .	1,054 00	-	44 63	29 50	-	123 17	-	1,251 30	$700 00	551 30
Becket, . . .	2,285 68	179 67	70 13	44 58	386 92	268 02	20 48	3,255 48	971 29	2,284 19

Cheshire, . .	2,445 25	185 00	535 61	82 00	450 00	276 91	88 74	4,063 51	803 58	3,259 93
Clarksburg, . .	2,142 00	9 00	194 15	71 00	-	152 90	254 20	2,823 25	1,192 58	1,630 67
Dalton, . . .	10,504 20	-	2,387 20	225 00	1,050 00	889 01	322 92	15,378 33	1,229 78	14,148 55
Egremont, . .	2,122 95	-	103 02	57 00	112 50	155 42	8 61	2,559 50	1,399 12	1,160 38
Florida, . .	1,332 50	35 00	66 00	42 00	140 65	97 16	2 00	1,715 31	1,103 98	611 33
Great Barrington, .	12,801 40	890 40	3,048 94	275 00	1,200 00	1,649 93	596 97	20,462 64	2,782 42	17,680 22
Hancock, . .	1,117 00	-	96 70	64 18	-	121 94	8 00	1,407 82	530 55	877 27
Hinsdale, . .	3,431 10	-	451 92	8 00	-	336 28	8 00	4,235 30	468 09	3,767 21
Lanesborough, .	1,681 50	165 00	215 25	84 50	-	182 85	15 00	2,344 10	532 87	1,811 23
Lee, . . .	6,882 00	542 82	1,675 59	390 50	-	1,159 09	346 62	10,996 62	635 05	10,361 57
Lenox, . . .	9,079 50	254 40	1,800 50	303 00	759 96	937 70	235 71	13,370 77	70 00	13,300 77
Monterey, . .	1,356 50	291 45	35 25	72 00	-	71 22	12 90	1,839 32	1,083 57	755 75
Mt. Washington, .	630 00	-	38 75	22 60	-	30 15	106 24	827 74	670 59	157 15
New Ashford, .	272 00	-	50 50	58 72	-	34 40	-	415 62	300 00	115 62
New Marlborough,	2,595 70	292 25	176 77	133 20	300 00	222 99	38 35	3,759 26	862 26	2,897 00
North Adams, .	54,250 00	380 00	9,000 00	1,740 00	2,750 00	4,100 00	1,500 00	73,720 00	-	73,720 00
Otis, . . .	1,222 00	87 00	60 00	60 00	-	150 90	7 59	1,587 49	682 39	905 10
Peru, . . .	712 00	192 00	26 10	17 00	-	75 46	-	1,022 56	532 86	489 70
Pittsfield, . .	57,713 60	200 00	11,878 22	1,235 34	2,300 00	6,205 43	1,363 55	80,896 14	-	80,896 14
Richmond, . .	2,124 30	-	265 21	55 06	262 50	239 89	18 50	2,965 46	1,224 27	1,741 19
Sandisfield, . .	1,982 50	73 00	118 00	127 50	-	74 70	13 54	2,389 24	966 90	1,422 34
Savoy, . . .	1,237 00	233 88	36 00	60 00	-	150 00	-	1,716 88	847 52	869 36
Sheffield, . .	3,630 00	364 77	445 28	85 75	450 00	289 07	98 92	5,363 79	769 38	4,594 41
Stockbridge, . .	6,353 38	13 30	1,145 56	237 50	500 00	710 13	209 93	9,169 80	447 80	8,722 00
Tyringham, . .	924 00	288 00	65 50	30 00	-	59 21	9 15	1,375 86	652 87	722 99
Washington, .	1,645 00	-	102 48	29 06	141 43	122 27	59 80	2,100 04	1,100 04	1,000 00
West Stockbridge,	2,472 80	37 60	321 55	71 00	375 00	192 13	45 61	3,515 69	1,443 11	2,072 58
Williamstown, .	9,823 14	262 50	2,726 25	133 50	1,200 00	1,090 49	672 95	15,908 83	745 03	15,163 80
Windsor, . .	1,648 00	-	50 25	37 50	-	82 68	8 80	1,827 23	997 30	829 93
Totals, . .	$232,470 25	$5,104 94	$42,267 09	$6,406 99	$14,278 96	$22,636 45	$8,015 13	$331,179 81	$25,745 20	$305,434 61

BARNSTABLE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Barnstable,	-	$172 80	$1,036 34	$1,209 14	-	$1,209 14	$20,918 67	$10,233 00	$394 32	-
Bourne,	-	469 85	-	469 85	-	469 85	7,542 18	-	-	-
Brewster,	-	-	82 85	82 85	-	82 85	2,884 34	-	-	$109 14
Chatham,	-	-	50 00	50 00	-	50 00	5,220 73	-	-	148 47
Dennis,	-	-	698 03	698 03	-	698 03	7,266 06	-	-	289 26
Eastham,	-	72 33	159 76	232 09	$232 09	-	950 00	-	-	-
Falmouth,	-	1,043 46	1,009 75	2,053 21	-	2,053 21	18,475 07	10,000 00	447 73	-
Harwich,	-	-	232 62	232 62	-	232 62	6,347 80	1,000 00	35 00	189 68
Mashpee,	$663 02	-	8 10	671 12	600 00	71 12	829 81	-	-	54 03
Orleans,	-	-	137 68	137 68	-	137 68	3,954 50	-	-	84 68
Provincetown,	-	233 02	578 40	811 42	-	811 42	12,579 05	-	-	-
Sandwich,	-	4,540 59	-	4,540 59	-	4,540 59	9,016 57	-	-	589 77
Truro,	-	-	163 41	163 41	-	163 41	2,334 58	-	-	52 41
Wellfleet,	-	-	-	-	-	-	2,308 50	-	-	72 26
Yarmouth,	-	-	162 18	162 18	-	162 18	4,578 30	15,000 00	900 00	209 44
Totals,	$663 02	$6,532 05	$4,319 12	$11,514 19	$832 09	$10,682 10	$105,206 16	$36,233 00	$1,777 05	$1,799 14

BERKSHIRE COUNTY — CONTINUED.

Adams,	-	-	$2,146 88	$2,146 88	-	$2,146 88	$39,061 81	-	-	-
Alford,	-	$39 30	92 32	131 62	-	131 62	682 92	-	-	-
Becket,	-	-	11 05	11 05	-	11 05	2,295 24	-	-	$74 38

Cheshire, . .	-	-	711 17	711 17	-	711 17	3,971 10	-	-	75 42
Clarksburg, . .	-	-	144 49	144 49	-	144 49	1,775 16	-	-	-
Dalton, . . .	-	-	942 58	942 58	-	942 58	15,091 13	-	-	-
Egremont, . .	-	147 00	-	147 00	-	147 00	1,307 38	-	-	50 28
Florida, . . .	-	-	134 50	134 50	-	134 50	745 83	-	-	-
Great Barrington, .	-	165 53	450 07	615 60	-	615 60	18,295 82	$1,000 00	$57 64	296 63
Hancock, . .	-	-	15 25	15 25	-	15 25	892 52	200 00	12 00	-
Hinsdale, . .	-	597 84	60 57	658 41	-	658 41	4,425 62	-	-	-
Lanesborough, .	-	-	82 50	82 50	-	82 50	1,893 73	1,000 00	50 00	-
Lee, . . .	-	111 46	263 73	375 19	-	375 19	10,736 76	365 00	2 72	-
Lenox, . . .	-	-	1,032 54	1,032 54	-	1,032 54	14,333 31	-	-	-
Monterey, . .	-	62 60	35 27	97 87	-	97 87	853 62	-	-	34 30
Mount Washington,	-	-	-	-	-	-	157 15	100 00	6 00	9 43
New Ashford, .	-	-	30 65	30 65	-	30 65	146 27	-	-	-
New Marlborough,	-	65 22	57 32	122 54	-	122 54	3,019 54	5,500 00	225 00	121 34
North Adams, .	$62,745 58	3,877 15	1,000 00	67,622 73	-	67,622 73	141,342 73	-	-	584 87
Otis, . . .	-	-	28 15	28 15	-	28 15	933 25	-	-	20 30
Peru, . . .	-	-	16 35	16 35	-	16 35	506 05	-	-	28 80
Pittsfield, . .	-	3,389 45	2,940 67	6,330 12	-	6,330 12	87,226 26	-	-	-
Richmond, . .	-	-	14 82	14 82	-	14 82	1,756 01	-	-	40 32
Sandisfield, . .	-	-	10 35	10 35	-	10 35	1,432 69	1,290 00	77 40	63 12
Savoy, . . .	-	-	5 00	5 00	-	5 00	874 36	1,297 00	77 82	46 08
Sheffield, . .	-	-	47 84	47 84	-	47 84	4,642 25	1,243 50	68 51	134 61
Stockbridge, . .	-	738 04	586 89	1,324 93	-	1,324 93	10,046 93	-	-	-
Tyringham, . .	-	-	2 90	2 90	-	2 90	725 89	-	-	23 30
Washington, . .	-	-	18 98	18 98	-	18 98	1,018 98	-	-	42 95
West Stockbridge, .	-	-	84 29	84 29	-	84 29	2,156 87	-	-	82 49
Williamstown, .	-	-	1,628 73	1,628 73	-	1,628 73	16,792 53	-	-	-
Windsor, . .	-	-	25 00	25 00	-	25 00	854 93	378 50	22 71	45 56
Totals, . .	$62,745 58	$9,193 59	$12,620 86	$84,560 03	-	$84,560 03	$389,994 64	$12,374 00	$599 80	$1,774 18

BARNSTABLE COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Barnstable, ...	-	$48 00	-	-	-	-	-	-	-	-
Bourne, ...	$278 58	40 00	-	-	-	-	-	-	-	-
Brewster, ...	504 78	-	-	-	-	-	-	-	-	-
Chatham, ...	428 58	-	-	-	-	-	-	-	-	-
Dennis, ...	404 78	-	-	-	-	-	-	-	-	-
Eastham, ...	528 58	-	-	-	-	-	-	-	-	-
Falmouth, ...	-	-	-	-	-	-	-	-	-	-
Harwich, ...	404 78	-	-	-	-	-	-	-	-	-
Mashpee, ...	528 59	-	-	-	-	-	-	-	-	-
Orleans, ...	504 78	-	-	-	-	-	-	-	-	-
Provincetown, ...	328 59	-	-	-	-	-	-	-	-	-
Sandwich, ...	504 78	225 00	-	-	-	-	-	-	-	-
Truro, ...	604 78	-	-	-	-	-	-	-	-	-
Wellfleet, ...	428 59	-	-	-	-	-	-	-	-	-
Yarmouth, ...	252 39	-	-	-	-	-	-	-	-	-
Totals, ...	$5,702 58	$313 00	-	-	-	-	-	-	-	-

BERKSHIRE COUNTY — CONCLUDED.

Adams, ...	-	-	-	-	1	457	-	-	-	-
Alford, ...	$300 00	-	-	-	-	-	-	-	-	-
Becket, ...	482 86	-	-	-	-	-	-	-	-	-

Cheshire, ...	428 58	-	-	-	-	-	-	-	-
Clarksburg, . . .	578 58	-	-	-	-	-	-	-	-
Dalton, ...	354 78	-	-	-	-	-	-	-	-
Egremont, . . .	482 87	-	-	-	-	-	-	-	-
Florida, ...	532 87	-	-	-	-	-	-	-	-
Great Barrington, . .	-	-	-	-	2	50	-	-	-
Hancock, ...	528 58	-	-	-	-	-	-	-	-
Hinsdale, ...	428 59	-	-	-	-	-	-	-	-
Lanesborough, . . .	482 87	-	-	-	1	6	-	$1,680 00	-
Lee, ...	328 59	$100 00	-	-	2	189	-	200 00	$10,000 00
Lenox, ...	-	-	-	-	-	-	-	-	-
Monterey, ...	482 87	-	-	-	-	-	-	-	-
Mount Washington, . .	528 59	60 00	-	-	-	-	-	-	-
New Ashford, . . .	350 00	-	-	-	-	-	-	-	-
New Marlborough, . .	382 87	-	-	-	-	-	-	-	-
North Adams, . . .	-	-	-	-	2	1,498	-	2,000 00	-
Otis, ...	452 39	-	-	-	-	-	-	-	-
Peru, ...	300 00	-	-	-	-	-	-	-	-
Pittsfield, ...	-	350 00	-	-	5	767	-	10,845 00	-
Richmond, ...	532 87	-	-	-	-	-	-	-	-
Sandisfield, . . .	350 00	-	-	-	-	-	-	-	-
Savoy, ...	502 39	-	-	-	-	-	-	-	-
Sheffield, ...	428 59	-	-	-	-	-	-	-	-
Stockbridge, . . .	-	70 00	-	-	1	10	-	-	-
Tyringham, ...	482 87	-	-	-	-	-	-	-	-
Washington, . . .	528 59	-	-	-	-	-	-	-	-
West Stockbridge, . .	654 78	-	-	-	-	-	-	-	-
Williamstown, . . .	354 78	-	-	-	1	125	-	300 00	-
Windsor, ...	528 59	-	-	-	-	-	-	-	-
Totals, . . .	$11,789 35	$580 00	-	-	15	3,102	-	$15,025 00	$10,000 00	-

BRISTOL COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Acushnet, ...	1,221	$651,000	6	210	156	202	–	5	170	156	138	.89
Attleborough, . . .	11,335	7,086,770	38	2,100	1,481	2,315	51	94	1,479	1,905	1,705	.90
Berkley, ...	949	379,133	7	176	120	184	1	7	120	156	132	.85
Dartmouth, ...	3,669	2,626,375	20	569	392	581	11	34	380	492	433	.88
Dighton, ...	1,802	771,736	11	267	182	265	4	3	194	234	213	.90
Easton, ...	4,837	4,775,337	33	919	641	1,076	71	86	641	998	908	.91
Fairhaven, ...	3,567	2,315,670	16	613	483	692	–	55	489	572	521	.91
Fall River, ...	104,863	73,511,614	271	21,512	14,963	15,920	306	738	10,778	12,805	11,513	.90
Freetown, ...	1,394	843,410	8	226	175	295	9	13	188	214	187	.87
Mansfield, ...	4,006	1,978,066	18	691	463	778	–	59	501	673	615	.91
New Bedford, . . .	62,442	57,884,452	194	11,319	7,797	8,386	173	570	5,619	7,541	6,982	.93
North Attleborough, .	7,253	3,896,319	31	1,264	898	1,394	20	123	922	1,250	1,150	.92
Norton, ...	1,826	867,865	10	243	177	245	5	19	177	205	176	.86
Raynham, ...	1,540	750,484	8	262	191	249	–	6	193	203	185	.91
Rehoboth, ...	1,840	787,777	13	310	223	326	11	21	224	251	212	.85
Seekonk, ...	1,673	1,005,215	9	237	178	307	4	20	213	197	164	.83
Somerset, ...	2,241	1,044,635	9	422	307	380	4	4	277	344	302	.88
Swansea, ...	1,645	942,150	11	272	209	292	5	10	200	247	221	.90
Taunton, ...	31,036	20,853,680	109	5,131	3,745	5,321	–	773	3,450	4,594	4,204	.92
Westport, ...	2,890	1,568,925	20	496	412	490	11	9	350	383	332	.86
Totals, . . .	252,029	$184,540,613	842	47,239	33,193	39,698	686	2,649	26,565	33,420	30,293	.91

DUKES COUNTY.

Chilmark, . . .	324	$218,683	2	41	31	45	-	6	29	35	33	.94
Cottage City, . .	1,100	1,678,875	7	148	104	198	2	13	112	148	140	.95
Edgartown, . . .	1,209	734,607	5	152	86	149	-	16	102	140	129	.92
Gay Head, . . .	173	25,977	1	36	29	46	-	10	29	46	35	.76
Gosnold, . . .	164	230,678	1	19	17	22	-	1	17	19	16	.84
Tisbury, . . .	1,149	1,008,936	6	141	95	160	-	27	93	142	131	.92
West Tisbury, . .	442	387,827	3	47	36	60	2	4	36	48	43	.90
Totals, . . .	4,561	$4,285,583	25	584	398	680	4	77	418	578	527	.91

BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Acushnet, . .	7	-	9	3	4	-	$35 59	54	9	-	-	-	-	-
Attleborough, .	58	6	53	10	22	$77 50	43 00	357-3	9-8	1	5	127	9-12	$1,450 00
Berkley, . . .	7	2	10	4	4	33 00	32 00	59-10	8-10	-	-	-	-	-
Dartmouth, . .	22	3	24	3	8	54 36	30 17	179-10	8-19	3	3	29	9-1 9-1 9-1	521 50 521 50 507 50
Dighton, . . .	11	1	15	4	4	48 00	32 69	96-5	8-15	-	-	-	-	-
Easton, . . .	37	3	38	8	10	116 25	48 37	314	9-11	1	3	117	9-15	1,500 00
Fairhaven, . .	21	1	23	8	10	100 00	39 26	152-15	9-11	1	3	68	10	920 00
Fall River, . .	356	24	334	50	69	128 84	51 92	2,564-8	9-10	1	23	610	10	3,000 00
Freetown, . .	8	-	11	4	4	-	33 00	73	9-2	-	-	-	-	-
Mansfield, . .	19	2	24	4	12	101 94	39 66	151-18	8-8	1	3	71	9-15	1,150 00
New Bedford, . .	217	11	206	55	66	181 42	53 48	1,747-2	9-1	1	14	524	9-15	2,750 00
North Attleborough,	41	3	43	23	32	102 00	47 05	281-12	9-2	1	3	91	9-10	1,800 00
Norton, . . .	11	1	12	8	10	50 00	38 66	89-10	8-19	-	-	-	-	-
Raynham, . .	8	1	10	2	4	44 00	39 44	69-17	8-14	-	-	-	-	-
Rehoboth, . .	13	-	17	1	3	-	29 53	101-10	8	-	-	-	-	-
Seekonk, . .	9	-	10	3	4	-	33 54	80-16	8-19	-	-	-	-	-
Somerset, . .	9	-	9	2	3	-	37 55	78-15	8-15	-	-	-	-	-
Swansea, . .	11	3	13	2	5	38 67	33 38	98-18	8-19	-	-	-	-	-
Taunton, . .	135	13	122	48	48	125 10	54 81	1,035	9-10	1	11	412	10	2,000 00
Westport, . .	20	5	24	1	5	43 61	32 10	177-3	8-17	1	1	13	10	585 00
Totals, . .	1,020	79	1,007	243	327	$111 93	$48 15	7,762-12	9-4	12	69	2,062	9-12	$16,705 50

DUKES COUNTY — Continued.

Chilmark,	2	-	2	2	2	-	$38 10	16	8	-	-	-	-	-
Cottage City,	7	1	8	3	4	$75 00	38 33	61-8	8-15	1	2	15	8-15	$675 00
Edgartown,	7	1	6	1	2	60 00	35 26	44	8-16	1	2	24	9	540 00
Gay Head,	2	1	1	-	-	36 66	25 00	8-15	8-15	-	-	-	-	-
Gosnold,	1	-	1	-	1	-	40 00	9	9	-	-	-	-	-
Tisbury,	6	1	5	2	3	70 00	42 00	47-10	9-10	1	1	29	9	475 00
West Tisbury,	4	1	5	4	4	35 00	35 00	27	9	-	-	-	-	-
Totals,	29	5	28	12	16	$55 33	$37 30	213-13	8-10	3	5	68	8-18	$1,690 00

BRISTOL COUNTY — CONTINUED.

TOWNS AND CITIES.	Expenditures for the Support of Public Schools.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Acushnet, . .	$2,600 94	-	$299 30	$80 00	$300 00	$171 03	$27 72	$3,478 99	$602 40	$2,876 59
Attleborough, .	25,808 90	$1,480 50	4,922 40	490 00	1,560 00	3,057 51	2,543 95	39,863 26	911 00	38,952 26
Berkley, . .	2,338 80	-	242 95	99 00	-	81 50	15 00	2,777 25	1,084 98	1,692 27
Dartmouth, . .	6,446 93	601 20	854 65	300 00	750 00	432 74	237 90	9,623 42	625 00	8,998 42
Dighton, . .	3,546 10	-	541 85	204 45	-	341 99	357 17	4,991 56	394 38	4,597 18
Easton, . . .	18,046 75	1,217 00	3,037 77	1,783 75	-	1,684 11	362 88	26,132 26	7,796 93	18,335 33
Fairhaven, . .	8,363 00	272 50	2,016 89	165 40	900 00	1,152 63	538 47	13,408 89	1,670 71	11,738 18
Fall River, . .	210,057 27	691 20	52,046 75	5,014 63	3,300 00	18,610 27	6,057 10	295,777 22	6,969 00	288,808 22
Freetown, . .	2,940 22	140 90	288 02	89 00	416 67	164 12	24 36	4,063 29	382 87	3,680 42
Mansfield, . .	8,839 00	401 15	1,833 23	205 00	660 00	1,821 92	123 00	13,883 30	948 47	12,934 83
New Bedford, .	141,400 46	197 65	26,071 35	2,948 92	3,499 60	9,330 51	14,874 68	198,323 17	3,388 94	194,934 23
No. Attleborough,	17,875 00	-	4,234 59	62 95	1,800 00	1,625 35	1,239 79	26,837 68	-	26,837 68
Norton, . . .	4,447 88	226 95	487 48	7 10	600 00	361 08	31 25	6,161 74	939 38	5,222 36
Raynham, . .	3,263 30	360 00	293 57	125 00	300 00	127 30	102 20	4,571 37	847 87	3,723 50
Rehoboth, . .	3,074 00	225 00	247 00	120 00	-	327 38	44 00	4,037 38	386 28	3,651 10
Seekonk, . .	2,833 20	-	353 69	105 00	416 66	313 74	22 00	4,044 29	730 26	3,314 03
Somerset, . .	4,619 50	705 18	377 12	240 49	-	334 85	159 15	6,436 29	422 28	6,014 01
Swansea, . .	3,683 95	-	376 06	134 99	333 36	373 03	98 58	4,999 97	551 58	4,448 39
Taunton, . .	82,517 78	1,288 00	15,916 96	855 84	2,100 00	5,139 29	4,499 15	112,317 02	2,985 00	109,332 02
Westport, . .	6,684 75	-	601 62	207 25	750 00	444 14	148 06	8,835 82	625 00	8,210 82
Totals, . .	$559,387 73	$7,807 23	$115,043 25	$13,238 77	$17,686 29	$45,894 49	$31,506 41	$790,564 17	$32,262 33	$758,301 84

DUKES COUNTY — Continued.

Chilmark, . .	$730 76	$176 00	$57 50	$42 00	$155 00	$51 15	$33 14	$1,245 55	$783 87	$461 68
Cottage City, .	2,605 41	213 00	694 48	75 00	355 20	220 78	166 18	4,330 05	412 50	3,917 55
Edgartown, . .	2,256 71	193 00	244 62	80 00	387 50	285 44	151 19	3,598 46	512 50	3,085 96
Gay Head, . .	536 25	-	43 50	35 00	-	45 06	51 75	711 56	600 58	110 98
Gosnold, . .	360 00	-	37 70	41 25	-	23 79	3 00	465 74	229 49	236 25
Tisbury, . .	2,705 41	144 50	540 18	60 50	309 17	340 20	151 24	4,251 20	816 59	3,434 61
West Tisbury, .	1,341 25	-	172 76	20 00	309 96	146 78	103 56	2,094 31	914 38	1,179 93
Totals, . .	$10,535 79	$726 50	$1,790 74	$353 75	$1,516 83	$1,113 20	$660 06	$16,696 87	$4,269 91	$12,426 96

BRISTOL COUNTY — Continued.

TOWNS AND CITIES.	Expenditures for School Buildings.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	Local Funds whose Income must be appropriated to the Public Schools.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Acushnet, . .	-	-	$250 47	$250 47	-	$250 47	$3,127 06	-	-	$221 30
Attleborough, . .	$31,663 31	$2,591 39	2,197 53	36,452 23	$500 00	35,952 23	74,904 49	-	-	988 47
Berkley, . . .	-	-	137 66	137 66	-	137 66	1,829 93	-	-	90 50
Dartmouth, . .	-	-	370 91	370 91	-	370 91	9,369 33	$2,000 00	$80 80	455 24
Dighton, . . .	5,445 01	-	102 33	5,547 34	-	5,547 34	10,144 52	-	-	152 60
Easton, . . .	-	-	929 22	929 22	-	929 22	19,264 55	100,000 00	6,515 32	755 61
Fairhaven, . .	-	-	289 35	289 35	-	289 35	12,027 53	8,000 00	253 43	455 24
Fall River, . .	56,865 43	-	37,090 52	93,955 95	-	93,955 95	382,764 17	50,000 00	2,513 82	-
Freetown, . .	-	-	158 85	158 85	-	158 85	3,839 27	-	-	220 75
Mansfield, . .	-	-	881 18	881 18	-	881 18	13,816 01	-	-	434 37
New Bedford, . .	93,038 79	7,861 98	14,467 83	115,368 60	-	115,368 60	310,302 83	51,000 00	3,060 00	640 10
North Attleborough,	2,065 86	1,247 36	640 34	3,953 56	-	3,953 56	30,791 24	-	-	811 07
Norton, . . .	-	-	200 55	200 55	-	200 55	5,422 91	-	-	314 47
Raynham, . .	-	-	352 60	352 60	-	352 60	4,076 10	-	-	304 77
Rehoboth, . .	-	237 89	146 57	384 46	-	384 46	4,035 56	-	-	427 23
Seekonk, . .	-	-	256 23	256 23	-	256 23	3,570 26	8,476 00	339 04	339 37
Somerset, . .	-	-	118 89	118 89	-	118 89	6,132 90	-	-	237 17
Swansea, . .	-	30 00	129 13	159 13	-	159 13	4,607 52	-	-	307 52
Taunton, . .	45,000 00	700 00	6,000 00	51,700 00	-	51,700 00	161,032 02	-	-	-
Westport, . .	-	506 39	377 82	884 21	-	884 21	9,095 03	-	-	480 29
Totals, . .	$234,078 40	$13,175 01	$65,097 98	$312,351 39	$500 00	$311,851 39	$1,070,153 23	$219,476 00	$12,762 41	$7,636 07

DUKES COUNTY — CONTINUED.

Chilmark, . .	-	-	$97 13	$97 13	-	$97 13	$558 81	-	-	$22 68
Cottage City, . .	-	-	23 19	23 19	-	23 19	3,940 74	-	-	128 60
Edgartown, . .	-	-	248 21	248 21	-	248 21	3,334 17	-	-	-
Gay Head, . .	-	$375 00	-	375 00	-	375 00	485 98	-	-	1 88
Gosnold, . . .	-	-	102 97	102 97	-	102 97	339 22	-	-	-
Tisbury, . . .	-	2,844 28	61 67	2,905 95	-	2,905 95	6,340 56	-	-	257 87
West Tisbury, .	-	-	-	-	-	-	1,179 93	-	-	-
Totals, . .	-	$3,219 28	$533 17	$3,752 45	-	$3,752 45	$16,179 41	-	-	$411 03

BRISTOL COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Acushnet,	$352 40	$18 00	-	-	-	-	-	-	-	-
Attleborough,	-	-	-	-	2	20	-	$800 00	-	-
Berkley,	528 58	-	-	-	-	-	-	-	-	-
Dartmouth,	278 58	-	-	-	-	-	-	-	-	-
Dighton,	504 78	-	-	-	-	-	-	-	-	-
Easton,	-	-	-	-	-	-	-	-	-	-
Fairhaven,	278 58	300 00	-	-	-	-	-	-	-	-
Fall River,	-	1,297 66	4	1,578	14	3,856	$7,125 00	2,245 50	$6,000 00	-
Freetown,	382 87	-	-	-	-	-	-	-	-	-
Mansfield,	328 59	-	-	-	-	-	-	-	-	-
New Bedford,	-	-	1	48	13	2,848	4,000 00	-	-	-
North Attleborough,	-	60 00	-	-	-	-	-	-	-	-
Norton,	504 78	-	1	85	-	-	6,511 00	-	-	-
Raynham,	382 87	-	-	-	-	-	-	-	-	-
Rehoboth,	504 78	-	-	-	-	-	-	-	-	-
Seekonk,	382 87	-	-	-	-	-	-	-	-	-
Somerset,	404 78	-	-	-	-	-	-	-	-	-
Swansea,	428 59	-	-	-	-	-	-	-	-	-
Taunton,	-	-	1	100	1	609	1,750 00	-	-	-
Westport,	328 59	-	-	-	-	-	-	-	-	-
Totals,	$5,591 64	$1,675 66	7	1,811	30	7,333	$19,386 00	$3,045 50	$6,000 00	-

DUKES COUNTY — CONCLUDED.

Chilmark,	$482 87	-	-	-	-	-	-	-	-	-
Cottage City,	100 00	-	-	-	-	-	-	-	-	-
Edgartown,	428 58	-	-	-	-	-	-	-	-	-
Gay Head,	528 58	$60 00	-	-	-	-	-	-	-	-
Gosnold,	300 00	-	-	-	-	-	-	-	-	-
Tisbury,	428 59	-	-	-	-	-	-	-	-	-
West Tisbury,	604 78	-	-	-	-	-	-	-	-	-
Totals,	$2,873 40	$60 00	-	-	-	-	-	-	-	-

ESSEX COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Amesbury,	9,473	$5,221,028	31	1,646	1,163	1,194	1	121	656	993	934	.94
Andover,	6,813	5,069,671	32	952	778	1,121	114	21	781	987	909	.92
Beverly,	13,884	16,135,475	61	2,302	1,657	2,395	–	242	1,530	2,107	1,926	.91
Boxford,	704	688,770	5	87	62	100	4	4	71	77	70	.90
Danvers,	8,542	5,227,990	32	1,382	797	1,543	17	143	846	1,410	1,301	.92
Essex,	1,663	977,227	9	302	207	324	5	18	207	304	269	.88
Georgetown,	1,900	1,002,100	11	299	212	350	8	16	236	299	273	.91
Gloucester,	26,121	16,027,483	104	4,168	2,890	4,925	5	684	2,968	4,437	4,292	.96
Groveland,	2,376	978,292	14	408	294	456	3	36	291	423	390	.92
Hamilton,	1,614	2,299,870	8	254	183	274	–	9	184	250	230	.92
Haverhill,	37,175	26,443,933	135	5,842	4,082	5,424	50	601	3,348	4,859	4,460	.92
Ipswich,	4,658	3,245,335	19	732	500	825	6	106	549	697	639	.91
Lawrence,	62,559	39,841,697	181	10,527	7,131	7,687	101	565	5,189	6,768	6,352	.93
Lynn,	68,513	51,593,386	251	10,595	7,463	10,532	–	1,139	6,050	9,328	8,616	.92
Lynnfield,	888	672,245	4	122	102	120	5	3	95	105	95	.91
Manchester,	2,522	8,723,604	13	357	278	364	–	34	258	339	310	.91
Marblehead,	7,582	6,515,279	28	1,026	725	1,308	81	127	878	1,194	1,094	.91
Merrimac,	2,131	1,268,940	12	377	287	423	6	45	218	389	361	.92
Methuen,	7,512	4,719,595	33	1,470	997	1,310	7	92	856	1,191	1,094	.92
Middleton,	839	569,923	3	131	91	145	–	4	91	103	90	.88
Nahant,	1,152	5,374,540	4	102	82	128	–	22	55	110	97	.88
Newbury,	1,601	1,093,134	6	217	148	263	1	23	142	198	174	.88
Newburyport,	14,478	10,135,233	45	2,350	1,792	2,050	2	269	1,563	1,685	1,543	.91
North Andover,	4,243	4,274,611	21	782	536	881	–	71	536	733	676	.92
Peabody,	11,523	8,143,520	41	1,923	1,366	1,955	51	188	1,304	1,718	1,535	.89

Rockport, . . .	4,592	2,772,506	18	813	567	777	4	60	514	736	693	.94
Rowley, . . .	1,391	686,103	5	199	146	179	-	-	142	157	142	.91
Salem, ...	35,956	27,876,291	115	6,188	4,515	4,987	424	548	2,812	4,376	3,960	.90
Salisbury, . . .	1,558	686,290	8	263	183	266	-	10	196	231	207	.90
Saugus, ...	5,084	3,676,839	24	1,054	725	1,123	2	107	739	994	910	.92
Swampscott, . . .	4,548	5,585,175	17	698	494	742	2	79	478	620	570	.92
Topsfield, . . .	1,030	859,435	6	138	104	161	2	29	70	146	134	.92
Wenham, . . .	847	1,032,000	5	144	107	129	5	4	92	106	100	.94
West Newbury, . .	1,558	870,620	11	229	170	257	3	26	181	222	193	.87
Totals, . . .	357,030	$270,288,140	1,312	58,079	40,834	54,718	909	5,446	34,126	48,292	44,639	.92

ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Amesbury,	36	2	36	14	15	$110 56	$42 76	285	10	1	6	152	10	$1,500 00
Andover,	36	2	39	14	15	130 00	52 47	296	9-1	1*	4	93	9-4	1,800 00
Beverly,	68	3	70	22	23	123 67	43 04	610	10	1	9	230	10	1,650 00
Boxford,	5	-	6	3	3	-	34 80	45	9	1†	1	28	8-15	1,000 00
Danvers,	36	3	37	12	14	123 10	46 60	320	10	1	7	205	10	1,500 00
Essex,	9	1	9	4	4	100 00	28 33	76-10	8-10	1	2	42	8-10	850 00
Georgetown,	12	1	11	4	6	100 00	38 67	100	9-1	1	2	56	10	1,000 00
Gloucester,	120	7	118	24	28	139 00	43 77	1,001	9-12	1	13	438	9-13	2,300 00
Groveland,	15	1	14	11	11	80 00	34 57	121-3	8-13	1	2	54	9-10	800 00
Hamilton,	8	-	8	1	1	-	43 00	68	8-10	-	-	-	-	-
Haverhill,	158	9	156	23	33	130 00	56 65	1,272-4	9-12	2	18	494	9-17 9-17	2,200 00 1,400 00
Ipswich,	23	1	22	10	11	180 00	40 00	180-7	9-10	1	3	71	9-13	1,800 00
Lawrence,	215	14	205	30	40	150 99	51 74	1,742-2	10	1	20	573	10	2,500 00
Lynn,	262	21	241	51	59	158 50	61 83	2,371-19	9-9	2	31	832	9-9 9-9	2,500 00 2,500 00
Lynnfield,	4	-	4	1	1	-	38 00	38-12	9-13	-	-	-	-	-
Manchester,	13	2	11	6	7	110 25	46 39	127-10	9-10	1	3	41	9-10	1,200 00
Marblehead,	36	2	34	-	-	90 00	42 67	280	10	1	6	125	10	1,200 00
Merrimac,	14	2	12	1	4	60 00	42 08	111-5	9-5	1	3	67	9-10	750 00
Methuen,	40	3	39	5	13	90 50	44 59	288-12	9-12	1	5	109	9-19	1,368 24
Middleton,	3	-	4	1	1	-	40 00	28-9	9-9	-	-	-	-	-
Nahant,	6	3	5	4	4	135 13	62 16	37	9-4	1	2	23	9-9	1,250 00
Newbury,	6	-	7	3	3	-	36 89	55-10	9-5	1	6	30	9-10	665 00
Newburyport,	46	4	52	3	4	136 25	46 75	442-2	9-16	1	7	223	9-16	1,800 00
North Andover,	26	5	26	11	11	96 09	43 12	200	9-10	1	4	83	10	1,250 00
Peabody,	51	6	45	23	23	110 00	46 50	410	10	1	8	138	10	1,700 00

Rockport, . .	22	2	21	10	10	100 00	40 47	157-18	8-16	1	2	83	9-10	1,000 00
Rowley, . .	6	–	7	1	2	–	32 50	44-13	8-18	–	–	–	–	–
Salem, . . .	139	13	126	85	99	142 70	55 28	987	9-2	1	17	462	9-4	2,500 00
Salisbury, . .	9	1	8	1	3	60 00	36 00	70-16	8-17	–	–	–	–	–
Saugus, . . .	30	1	31	24	28	135 00	41 50	234	9-15	1	4	92	10	1,350 00
Swampscott, . .	20	2	18	6	7	117 50	62 04	163-11	9-12	1	4	79	9-10	1,700 00
Topsfield, . .	6	1	5	3	3	76 00	34 40	45-10	9-2	1	2	35	9-19	760 00
Wenham, . .	6	–	7	5	6	–	39 40	45	9	–	–	–	–	–
West Newbury, .	11	2	11	1	1	72 56	31 84	88	8	1	1	22	8-15	800 00
Totals, . .	1,497	114	1,445	417	493	$130 31	$50 30	12,344-13	9-8	30	192	4,880	9-12	$44,593 24

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* Punchard Free School.

† Barker Free School.

ESSEX COUNTY — CONTINUED

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Amesbury, . .	$16,507 50	-	$2,561 74	$533 96	-	$1,335 47	$1,554 42	$22,493 09	-	$22,493 09
Andover, . .	16,373 93	-	3,302 74	50 00	$1,749 96	1,529 24	-	23,005 87	-	23,005 87
Beverly, . .	39,570 60	$919 40	8,397 80	835 30	1,800 00	4,852 51	1,180 87	57,556 48	-	57,556 48
Boxford, . .	1,838 00	270 00	172 00	116 00	-	200 00	25 50	2,621 50	$650 78	1,970 72
Danvers, . .	20,501 33	444 00	4,307 06	323 66	-	1,855 64	1,122 67	28,554 36	-	28,554 36
Essex, . . .	3,100 00	137 50	810 50	190 00	-	845 87	50 15	5,134 02	355 51	4,778 51
Georgetown, . .	4,718 50	29 75	427 70	-	600 00	545 20	234 63	6,555 78	1,051 28	5,504 50
Gloucester, . .	54,511 75	1,000 00	11,529 73	1,310 00	2,300 00	4,656 07	840 03	76,147 58	933 00	75,214 58
Groveland, . .	5,581 40	-	1,053 37	155 00	600 00	542 23	186 33	8,118 33	894 38	7,223 95
Hamilton, . .	3,712 46	436 08	643 55	180 00	-	415 77	150 61	5,538 47	328 58	5,209 89
Haverhill, . .	98,091 46	746 25	14,891 89	1,350 00	2,250 00	7,833 48	3,977 17	129,140 25	256 00	128,884 25
Ipswich, . .	10,370 30	559 50	1,711 20	395 00	-	997 97	294 03	14,328 00	2,086 00	12,242 00
Lawrence, . .	133,097 32	-	20,449 11	2,065 00	3,000 00	12,461 22	180 53	171,253 18	-	171,253 18
Lynn, . . .	181,223 44	-	29,120 48	3,700 00	2,700 00	11,270 12	5,274 55	233,288 59	-	233,288 59
Lynnfield, . .	2,545 12	100 00	333 88	160 00	-	147 18	32 79	3,318 97	428 59	2,890 38
Manchester, . .	7,307 50	420 00	1,572 28	125 00	400 00	1,036 61	173 41	11,034 80	-	11,034 80
Marblehead, . .	17,367 27	-	2,535 00	75 00	805 76	1,252 87	755 62	22,791 52	-	22,791 52
Merrimac, . .	6,343 31	475 00	1,071 80	155 00	750 00	776 57	362 64	9,934 32	1,029 78	8,904 54
Methuen, . .	18,651 84	-	3,022 88	48 55	1,500 04	1,630 07	808 55	25,661 93	-	25,661 93
Middleton, . .	1,728 00	666 00	168 70	110 00	-	108 51	186 63	2,967 84	428 59	2,539 25
Nahant, . .	4,480 77	-	312 19	325 00	-	428 81	50 00	5,596 77	-	5,596 77
Newbury, . .	2,787 00	322 70	354 35	89 20	-	506 69	58 30	4,118 24	496 78	3,621 46
Newburyport, .	26,111 15	-	3,180 99	530 00	1,200 00	2,008 88	964 67	33,995 69	1,063 97	32,931 72
North Andover, .	12,240 69	234 00	2,132 80	195 00	600 00	1,434 91	291 45	17,128 85	356 53	16,772 32
Peabody, . .	26,153 88	346 70	4,565 64	600 00	1,200 00	2,701 39	2,768 97	38,336 58	-	38,336 58

Rockport, . .	8,895 82	-	1,857 89	230 00	700 00	1,000 55	381 85	13,066 11	179 59	12,886 52
Rowley, . .	2,116 35	171 66	204 00	84 10	300 00	271 59	37 73	3,185 43	678 59	2,506 84
Salem, . . .	88,824 17	191 50	15,190 91	2,010 00	2,500 00	6,664 73	1,964 87	117,346 18	-	117,346 18
Salisbury, . .	2,719 50	175 00	247 41	171 65	-	383 79	78 63	3,775 98	634 38	3,141 60
Saugus, . . .	14,248 50	175 00	3,687 75	50 00	1,000 00	1,531 23	605 39	21,297 87	217 50	21,080 37
Swampscott, . .	12,650 35	-	2,624 62	419 00	-	1,649 07	679 81	18,022 85	-	18,022 85
Topsfield, . .	2,415 50	498 00	304 75	100 00	-	191 50	63 00	3,572 75	473 59	3,099 16
Wenham, . .	2,291 00	-	128 40	129 25	-	86 18	45 15	2,679 98	452 59	2,227 39
West Newbury, .	3,742 28	-	446 41	160 80	600 00	373 90	-	5,323 39	1,004 78	4,318 61
Totals, . .	$852,817 99	$8,318 04	$143,321 52	$16,971 47	$26,555 76	$73,525 82	$25,380 95	$1,146,891 55	$14,000 79	$1,132,890 76

ESSEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Amesbury,	-	-	$879 13	$879 13	-	$879 13	$23,372 22	-	-	-
Andover,	-	-	2,522 87	2,522 87	-	2,522 87	25,528 74	$1,000 00	$40 00	-
Beverly,	-	-	6,754 54	6,754 54	-	6,754 54	64,311 02	3,000 00	120 00	$328 88
Boxford,	-	-	124 93	124 93	-	124 93	2,095 65	2,823 59	146 00	-
Danvers,	-	-	1,375 31	1,375 31	-	1,375 31	29,929 67	-	-	1,251 50
Essex,	-	$64 15	39 30	103 45	-	103 45	4,881 96	-	-	145 50
Georgetown,	-	-	555 55	555 55	-	555 55	6,060 05	-	-	134 85
Gloucester,	$5,741 32	956 79	8,370 27	15,068 38	-	15,068 38	90,282 96	10,000 00	630 00	1,010 55
Groveland,	-	369 66	424 95	794 61	-	794 61	8,018 56	-	-	-
Hamilton,	-	322 65	94 08	416 73	-	416 73	5,626 62	-	-	238 74
Haverhill,	8,517 09	-	4,785 52	13,302 61	-	13,302 61	142,186 86	6,020 00	256 00	-
Ipswich,	-	-	307 53	307 53	-	307 53	12,549 53	65,000 00	2,420 00	367 44
Lawrence,	109,061 93	-	8,649 69	117,711 62	-	117,711 62	288,964 80	-	-	-
Lynn,	9,760 63	5,463 18	11,745 37	26,969 18	-	26,969 18	260,257 77	-	-	-
Lynnfield,	-	-	-	-	-	-	2,890 38	-	-	-
Manchester,	-	4,147 72	410 87	4,558 59	-	4,558 59	15,593 39	-	-	-
Marblehead,	-	-	571 57	571 57	-	571 57	23,363 09	-	-	363 09
Merrimac,	-	3,000 00	97 90	3,097 90	-	3,097 90	12,002 44	-	-	102 84
Methuen,	-	-	1,078 93	1,078 93	-	1,078 93	26,740 86	-	-	828 93
Middleton,	-	381 42	72 69	454 11	-	454 11	2,993 36	-	-	96 54
Nahant,	-	1,389 45	530 07	1,919 52	-	1,919 52	7,516 29	-	-	-
Newbury,	10,035 58	-	159 37	10,194 95	-	10,194 95	13,816 41	-	-	151 10
Newburyport,	13,688 37	425 00	250 00	14,363 37	-	14,363 37	47,295 09	15,250 00	685 00	-
North Andover,	-	-	2,002 19	2,002 19	-	2,002 19	18,774 51	4,000 00	161 40	-
Peabody,	-	-	1,793 58	1,793 58	-	1,793 58	40,130 16	1,740 63	61 44	843 72

Rockport, . .	-	1,712 25	44 25	1,756 50	-	1,756 50	14,643 02	-	-	-
Rowley, . .	-	-	166 77	166 77	-	166 77	2,673 61	-	-	-
Salem, . . .	-	9,523 21	4,090 40	13,613 61	-	13,613 61	130,959 79	25,425 00	1,017 00	-
Salisbury, . .	-	-	317 51	317 51	-	317 51	3,459 11	-	-	129 60
Saugus, . . .	-	-	300 00	300 00	-	300 00	21,380 37	-	-	-
Swampscott, . .	-	-	1,328 85	1,328 85	-	1,328 85	19,351 70	-	-	-
Topsfield, . .	-	110 00	39 25	149 25	-	149 25	3,248 41	-	-	152 16
Wenham, . .	-	-	104 56	104 56	-	104 56	2,331 95	-	-	176 30
West Newbury, .	-	-	381 36	381 36	-	381 36	4,699 97	-	-	-
Totals, . .	$156,804 92	$27,865 48	$60,369 16	$245,039 56	-	$245,039 56	$1,377,930 32	$134,259 22	$5,536 84	$6,321 74

ESSEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Amesbury,	-	-	-	-	3	645	-	-	-	-
Andover,	-	-	2	525	1	12	$44,324 50	-	$392,355 40	$31,116 51
Beverly,	-	$140 00	-	-	-	-	-	-	-	-
Boxford,	$504 78	-	-	-	1	28	-	-	42,000 00	1,600 00
Danvers,	-	-	-	-	-	-	-	-	-	-
Essex,	428 58	-	-	-	-	-	-	-	-	-
Georgetown,	404 78	-	-	-	-	-	-	-	-	-
Gloucester,	-	-	-	-	3	235	-	$1,500 00	-	-
Groveland,	504 78	-	-	-	-	-	-	-	-	-
Hamilton,	328 58	-	-	-	-	-	-	-	-	-
Haverhill,	-	-	1	54	5	1,645	5,000 00	3,100 00	177,284 35	2,093 57
Ipswich,	-	-	-	-	-	-	-	-	-	-
Lawrence,	-	-	-	-	9	3,136	-	-	-	-
Lynn,	-	-	-	-	-	-	-	-	-	-
Lynnfield,	428 59	-	-	-	-	-	-	-	-	-
Manchester,	-	-	-	-	-	-	-	-	-	-
Marblehead,	-	-	-	-	-	-	-	-	-	-
Merrimac,	404 78	-	-	-	1	42	-	6,000 00	-	-
Methuen,	-	-	-	-	1	55	-	200 00	-	-
Middleton,	428 59	-	-	-	-	-	-	-	-	-
Nahant,	-	-	-	-	-	-	-	-	-	-
Newbury,	404 78	-	1	45	1	6	2,250 00	-	-	-
Newburyport,	-	-	1	78	3	772	-	400 00	90,000 00	2,500 00
North Andover,	-	-	-	-	-	-	-	-	-	-
Peabody,	-	-	-	-	1	402	-	-	-	-

Rockport,	232 87	-	-	-	-	-	-	-	-	-
Rowley,	428 59	-	-	-	-	-	-	-	-	-
Salem,	-	-	-	-	12	2,519	-	34,000 00	-	-
Salisbury,	504 78	-	-	-	-	-	-	-	-	-
Saugus,	-	-	-	-	-	-	-	-	-	-
Swampscott,	-	-	-	-	-	-	-	-	-	-
Topsfield,	428 59	-	-	-	-	-	-	-	-	-
Wenham,	428 59	-	-	-	-	-	-	-	-	-
West Newbury,	504 78	-	-	-	-	-	-	-	-	-
Totals,	$6,366 44	$140 00	5	702	41	9,497	$51,574 50	$45,200 00	$701,639 75	$37,310 08

FRANKLIN COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Ashfield, ...	955	$537,483	11	153	131	194	–	41	135	160	154	.96
Bernardston, ...	792	391,986	8	101	83	126	–	–	101	103	87	.84
Buckland, ...	1,446	558,301	9	268	206	289	1	13	200	268	251	.93
Charlemont, ...	1,094	339,023	10	173	115	226	8	31	132	189	173	.92
Colrain, ...	1,749	591,164	16	287	230	325	1	13	220	275	247	.90
Conway, ...	1,458	660,623	12	229	198	248	5	22	167	227	207	.91
Deerfield, ...	1,969	1,337,382	13	301	244	310	2	8	234	261	223	.85
Erving, ...	973	399,658	6	182	132	205	–	2	153	186	173	.93
Gill, ...	1,015	481,928	5	123	94	117	3	–	86	94	87	.93
Greenfield, ...	7,927	5,970,081	38	1,305	899	1,554	80	187	940	1,361	1,238	.91
Hawley, ...	429	146,322	6	72	62	77	1	4	58	62	57	.93
Heath, ...	441	154,936	7	84	79	122	2	11	82	91	87	.95
Leverett, ...	744	275,294	4	137	93	131	1	4	86	105	96	.91
Leyden, ...	379	198,918	5	60	46	74	1	6	49	52	47	.92
Monroe, ...	305	146,977	4	47	36	67	2	2	39	51	47	.91
Montague, ...	6,150	3,667,828	30	1,278	919	1,124	9	126	741	1,028	973	.95
New Salem, ...	807	293,125	10	139	107	188	4	35	122	161	140	.87
Northfield, ...	1,966	934,512	10	240	174	322	33	18	192	243	217	.89
Orange, ...	5,520	2,961,490	29	1,020	743	1,185	2	167	739	1,082	1,019	.94
Rowe, ...	549	175,612	5	88	62	89	9	2	55	73	68	.93
Shelburne, ...	1,508	903,957	10	220	150	250	1	32	150	233	222	.95
Shutesbury, ...	382	178,036	4	60	42	63	2	3	42	48	43	.89
Sunderland, ...	771	446,077	4	118	85	129	1	10	85	127	120	.94

Warwick, . . .	619	341,575	4	101	68	141	1	17	97	101	89	.88
Wendell, . . .	492	239,786	4	88	67	71	-	2	56	61	57	.93
Whately, . . .	769	413,528	4	100	70	101	-	2	68	78	68	.87
Totals, . . .	41,209	$22,748,602	268	6,974	5,135	7,728	169	758	5,029	6,720	6,190	.92

HAMPDEN COUNTY.

Agawam, . . .	2,536	$1,390,182	13	458	332	465	8	11	333	389	349	.90
Blandford, . . .	836	446,340	8	156	116	189	2	17	129	154	139	.91
Brimfield, . . .	941	401,739	9	150	104	200	6	28	139	154	136	.89
Chester, ...	1,450	609,149	9	265	179	281	3	14	185	234	219	.92
Chicopee, . . .	19,167	9,295,140	56	3,072	2,112	2,393	63	197	1,787	2,207	2,031	.92
East Longmeadow, .	1,187	519,400	9	303	220	376	3	9	257	284	257	.90
Granville, . . .	1,050	363,175	7	195	149	219	-	15	147	161	133	.82
Hampden, . . .	782	386,100	5	124	90	130	1	5	90	89	76	.86
Holland, . . .	169	78,383	1	30	21	25	1	-	18	16	15	.92
Holyoke, . . .	45,712	40,247,760	153	9,479	6,660	6,544	222	584	4,118	5,462	4,915	.90
Longmeadow, . .	811	831,764	5	138	93	121	3	3	84	111	101	.90
Ludlow, ...	3,536	1,633,159	17	597	441	540	-	35	382	381	341	.89
Monson, . . .	3,402	1,779,481	19	586	413	678	6	78	429	581	534	.92
Montgomery, . .	273	140,598	5	58	40	47	-	-	34	40	37	.92
Palmer, ...	7,801	2,819,837	34	1,192	861	1,300	15	88	759	1,075	1,002	.93
Russell, ...	793	490,804	6	113	92	115	-	4	94	105	91	.87
Southwick, . . .	1,040	496,080	10	193	136	226	3	18	153	165	145	.88
Springfield, . . .	62,059	72,358,481	245	10,251	8,023	11,261	649	1,086	7,029	9,200	8,491	.92
Tolland, . . .	275	137,796	6	54	44	58	2	1	53	43	38	.88
Wales, ...	773	268,630	4	135	109	119	1	-	88	111	100	.90
Westfield, . . .	12,310	8,250,867	55	2,101	1,473	2,038	75	250	1,324	1,714	1,579	.92
West Springfield, . .	7,105	5,041,060	38	1,352	982	1,652	87	132	1,055	1,366	1,230	.90
Wilbraham, . . .	1,595	778,852	12	255	185	282	1	5	205	221	200	.90
Totals, . . .	175,603	$148,764,777	726	31,257	22,875	29,259	1,151	2,580	18,892	24,263	22,159	.91

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	Teachers and Teachers' Wages.							Length of Schooling.		High Schools.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Ashfield,	11	2	13	1	3	$50 50	$27 00	91	8-3	1*	2	38	10	$800 00
Bernardston,	6	-	7	-	-	-	29 88	51	8-10	1†	3	66	9	1,040 00
Buckland,	10	-	11	3	3	-	36 44	75	8-7	-	-	-	-	-
Charlemont,	10	-	13	2	2	-	33 19	86-10	8-13	1	1	34	10	400 00
Colrain,	16	-	22	2	3	-	27 62	134	8-7	-	-	-	-	-
Conway,	12	-	15	2	3	-	29 00	72-10	7-5	1	2	28	9	550 00
Deerfield,	13	-	24	8	12	-	26 37	108	8-8	1	2	33	9	800 00
Erving,	7	-	8	2	2	-	35 00	53-9	8-17	-	-	-	-	-
Gill,	5	-	7	6	7	-	35 14	45	9	-	-	-	-	-
Greenfield,	42	2	43	14	15	117 50	47 42	380	10	1	7	201	10	1,600 00
Hawley,	6	-	9	2	2	-	32 00	48	8	-	-	-	-	-
Heath,	7	-	9	1	2	-	28 10	46-15	8	-	-	-	-	-
Leverett,	4	-	6	-	1	-	37 00	33	8-5	-	-	-	-	-
Leyden,	5	-	11	-	3	-	28 18	39-4	7-16	-	-	-	-	-
Monroe,	4	-	7	2	4	-	38 00	33-5	8-6	-	-	-	-	-
Montague,	36	2	36	15	18	115 78	42 34	285	9-5	2	8	161	9-10 9-10	1,400 00 1,000 00
New Salem,	10	1	13	1	1	62 04	30 04	82	8-2	1	2	40	9	558 33
Northfield,	10	1	12	4	5	48 00	36 00	81	9	-	-	-	-	-
Orange,	29	1	35	11	18	140 00	44 75	258-3	8-18	1	5	153	9-5	1,400 00
Rowe,	5	-	8	1	1	-	30 70	37	8	-	-	-	-	-
Shelburne,	14	1	14	1	4	136 84	39 50	90	9	1‡	3	40	9-10	1,300 00
Shutesbury,	4	-	4	-	-	-	34 47	32	8	-	-	-	-	-
Sunderland,	4	-	5	1	1	-	42 00	30	9	-	-	-	-	-

Warwick, . .	4	–	4	1	1	–	34 00	30-2	8-15	–	–	–	–	–
Wendell, . . .	4	–	6	–	–	–	32 64	31-5	7-16	–	–	–	–	–
Whately, . .	4	–	4	1	1	–	35 00	35-2	8-15	–	–	–	–	–
Totals, . .	282	10	346	81	112	$95 44	$36 13	2,288-5	8-10	11	35	794	9-7	$10,848 33

HAMPDEN COUNTY — Continued.

Agawam, . .	13	3	14	4	7	$50 35	$37 26	117	9	–	–	–	–	–
Blandford, . .	8	–	13	3	6	–	31 48	62-6	7-5	–	–	–	–	–
Brimfield, . .	8	1	12	4	4	34 00	31 11	76-8	8-6	1§	4	33	10	$1,200 00
Chester, . . .	9	–	10	4	5	–	37 11	78-5	8-12	1	1	14	10	500 00
Chicopee, . .	63	4	68	35	43	89 12	45 47	516-18	9-4	1	6	143	10	1,800 00
East Longmeadow,	9	–	10	4	4	–	38 09	81	9	–	–	–	–	–
Granville, . .	7	1	11	4	7	48 00	32 00	59-10	8-10	–	–	–	–	–
Hampden, . .	7	–	9	–	–	–	33 20	44-15	8-19	–	–	–	–	–
Holland, . . .	1	–	1	–	–	–	40 00	9	9	–	–	–	–	–
Holyoke, . .	190	22	174	47	60	127 50	59 79	1,489-7	9-15	1	24	575	9-13	2,300 00
Longmeadow, . .	5	–	8	5	6	–	38 80	43-13	8-14	–	–	–	–	–
Ludlow, . . .	17	1	26	4	7	90 00	35 55	137	8-1	1	2	18	10	900 00
Monson, . . .	26	3	29	4	5	105 72	39 16	165-7	8-14	1‖	7	116	9-15	2,000 00
Montgomery, . .	5	–	9	2	2	–	31 40	40	8	–	–	–	–	–
Palmer, . . .	34	1	33	14	17	150 00	42 16	325	9-11	1	4	83	10	1,500 00
Russell, . . .	6	–	7	2	3	–	33 33	52-10	8-15	–	–	–	–	–
Southwick, . .	10	1	9	1	3	60 00	29 77	87	8-14	–	–	–	–	–
Springfield, . .	315	21	298	167	189	171 25	62 07	2,450	10	2	36	718	10 10	3,500 00 2,700 00
Tolland, . . .	7	–	8	4	4	–	23 87	37-5	7-15	–	–	–	–	–
Wales, . . .	4	1	5	3	4	40 00	36 00	35-12	8-18	–	–	–	–	–
Westfield, . .	69	9	63	56	58	140 00	50 75	429	10	1	8	209	10	2,600 00
West Springfield, .	46	3	45	19	26	93 30	41 89	351-3	9-4	1	6	133	9-19	1,800 00
Wilbraham, . .	12	–	14	3	3	–	34 01	108	9	–	–	–	–	–
Totals, . .	871	71	876	389	463	$129 40	$51 61	6,795-19	9-7	11	98	2,042	9-18	$20,800 00

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* United with Sanderson Academy. † Powers Institute. ‡ Arms Academy. § Hitchcock Free Academy. ‖ Monson Academy.

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Ashfield, . .	$2,672 50	-	$128 97	$58 10	$625 00	$332 49	$10 00	$3,827 06	$698 58	$3,128 48
Bernardston, .	1,717 00	$128 00	122 01	85 00	-	116 31	28 52	2,196 84	557 52	1,639 32
Buckland, . .	3,454 03	183 50	524 38	28 50	450 00	284 77	47 41	4,972 59	1,066 78	3,905 81
Charlemont, . .	2,941 80	240 50	281 52	33 00	533 33	151 49	139 27	4,320 91	2,125 43	2,195 48
Colrain, . . .	3,963 25	293 60	255 73	84 05	600 00	276 75	98 57	5,571 95	1,239 88	4,332 07
Conway, . .	2,905 46	104 00	244 75	75 00	426 44	192 59	42 41	3,990 65	824 34	3,166 31
Deerfield, . .	4,044 96	961 00	297 37	100 00	780 00	399 26	126 12	6,708 71	978 58	5,730 13
Erving, . . .	2,793 36	363 57	179 57	40 00	216 15	276 38	11 20	3,880 23	1,607 06	2,273 17
Gill, . . .	2,474 50	50 00	159 15	25 00	288 48	133 15	14 38	3,144 66	1,386 82	1,757 84
Greenfield, . .	23,003 93	995 20	4,652 98	100 00	1,950 00	2,714 83	1,434 23	31,851 17	1,346 30	33,504 87
Hawley, . .	1,652 00	46 96	48 70	24 60	320 00	86 88	-	2,179 14	1,416 63	762 51
Heath, . . .	1,358 75	273 25	77 10	44 00	-	94 40	11 21	1,858 71	963 16	895 55
Leverett, . .	1,618 70	294 00	96 08	68 00	240 00	119 67	23 60	2,460 05	1,420 97	1,039 08
Leyden, . .	1,127 25	-	67 30	50 00	70 43	7 35	-	1,322 33	875 30	447 03
Monroe, . .	1,358 00	-	69 00	24 27	193 58	93 81	3 00	1,741 66	869 37	872 29
Montague, . .	16,227 69	1,554 92	2,451 84	120 00	1,600 00	1,304 39	554 29	23,813 13	796 00	23,017 13
New Salem, . .	2,785 55	33 90	163 65	49 50	-	164 41	-	3,197 01	1,182 10	2,014 91
Northfield, . .	3,789 38	344 00	395 22	43 50	519 12	324 69	30 00	5,445 91	1,071 54	4,374 37
Orange, . . .	13,189 84	1,572 00	3,181 40	383 83	1,208 24	1,797 19	579 42	21,911 92	1,374 09	20,537 83
Rowe, . . .	1,184 00	122 00	59 35	39 25	266 67	135 02	-	1,806 29	1,170 19	636 10
Shelburne, . .	4,238 09	259 80	527 90	-	450 00	308 10	103 57	5,887 46	1,023 20	4,864 26
Shutesbury, . .	1,132 00	272 00	37 02	55 00	-	53 28	122 90	1,672 20	785 95	886 25
Sunderland, . .	1,776 10	793 20	353 70	60 40	177 48	176 81	25 15	3,362 84	1,110 18	2,252 66

Warwick, . .	1,081 00	798 70	106 55	6 00	692 40	64 05	18 45	2,767 15	1,439 79	1,327 36
Wendell, . .	1,388 75	86 75	52 70	36 50	74 70	82 09	24 48	1,745 97	957 35	788 62
Whately, . .	1,222 50	311 00	90 37	75 00	158 00	168 47	21 67	2,047 01	686 67	1,360 34
Totals, . .	$105,100 39	$10,081 85	$14,624 31	$1,708 50	$11,840 02	$9,858 63	$3,469 85	$156,683 55	$28,973 78	$127,709 77

HAMPDEN COUNTY — CONTINUED.

Agawam, . .	$6,027 70	-	$1,138 27	$136 60	$630 00	$410 81	$155 48	$8,498 86	$897 01	$7,601 85
Blandford, . .	1,989 00	$562 00	140 34	3 42	100 00	106 96	10 87	2,912 59	575 58	2,337 01
Brimfield, . .	2,162 50	35 00	224 14	36 95	450 00	148 31	26 00	3,082 90	862 51	2,220 39
Chester, . .	2,878 50	278 16	593 03	127 00	627 96	479 12	12 00	4,995 77	1,087 48	3,908 29
Chicopee, . .	33,036 91	1,418 35	7,129 69	430 00	2,000 00	3,324 78	2,607 26	49,946 99	-	49,946 99
East Longmeadow,	4,625 00	-	585 08	60 75	296 82	308 40	16 74	5,892 79	2,138 57	3,754 22
Granville, . .	1,900 60	451 00	92 25	65 00	435 00	159 48	324 81	3,428 14	1,066 08	2,362 06
Hampden, . .	1,416 41	142 00	222 04	110 80	171 08	147 65	61 50	2,271 48	653 15	1,618 33
Holland, . .	360 00	257 29	34 75	19 00	-	61 31	6 00	738 35	488 35	250 00
Holyoke, . .	131,119 30	191 50	27,167 08	3,341 66	2,866 66	11,542 57	8,782 10	185,010 87	-	185,010 87
Longmeadow, .	2,830 85	236 00	569 99	6 50	197 88	175 88	34 70	4,051 80	708 76	3,343 04
Ludlow, . .	6,560 50	112 00	929 74	190 00	524 76	718 75	347 59	9,383 34	1,532 98	7,850 36
Monson, . .	9,429 02	350 59	896 41	150 00	1,050 00	901 61	150 00	12,927 63	1,516 28	11,411 35
Montgomery, .	1,355 00	-	55 25	33 50	-	146 84	5 00	1,595 59	995 59	600 00
Palmer, . . .	15,774 94	287 50	3,170 40	14 50	500 00	1,477 73	2,090 37	23,315 44	389 12	22,926 32
Russell, . .	1,799 00	-	143 85	107 50	-	153 29	27 25	2,230 89	663 87	1,567 02
Southwick, . .	2,998 50	-	306 16	119 50	435 00	110 87	20 00	3,990 03	2,053 63	1,936 40
Springfield, . .	227,100 92	1,092 45	46,679 11	4,014 50	4,000 00	32,585 77	6,331 91	321,804 66	3,850 21	317,954 45
Tolland, . .	955 00	252 00	38 13	60 00	-	160 87	5 50	1,471 50	768 87	702 63
Wales, . . .	1,720 00	200 90	99 43	-	300 00	123 97	131 85	2,576 15	1,186 59	1,389 56
Westfield, . .	38,500 77	1,047 90	5,740 61	172 62	2,233 30	4,932 32	1,069 18	53,696 70	6,665 05	47,031 65
West Springfield, .	21,511 16	350 00	4,217 88	100 00	1,500 00	1,747 56	367 12	29,793 72	1,906 14	27,887 58
Wilbraham, . .	4,273 40	-	431 45	104 50	372 15	555 28	16 00	5,752 78	1,264 79	4,487 99
Totals, . .	$520,324 98	$7,264 64	$100,605 08	$9,404 30	$18,690 61	$60,480 13	$22,599 23	$739,368 97	$31,270 61	$708,098 36

FRANKLIN COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other Income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Ashfield,	-	-	$78 48	$78 48	-	$78 48	$3,206 96	$900 00	$54 00	$40 10
Bernardston,	-	-	61 45	61 45	-	61 45	1,700 77	-	-	45 63
Buckland,	$14,187 25	-	69 09	14,256 34	-	14,256 34	18,162 15	900 00	45 00	44 34
Charlemont,	-	-	11 54	11 54	-	11 54	2,207 02	3,600 00	165 06	34 70
Colrain,	-	$92 00	64 96	156 96	-	156 96	4,489 03	-	-	56 65
Conway,	-	50 00	20 00	70 00	-	70 00	3,236 31	1,000 00	40 40	53 60
Deerfield,	-	-	406 00	406 00	-	406 00	6,136 13	-	-	83 00
Erving,	-	-	354 50	354 50	-	354 50	2,627 67	-	-	-
Gill,	-	-	121 54	121 54	-	121 54	1,879 38	-	-	13 00
Greenfield,	-	768 65	1,609 19	2,377 84	-	2,377 84	35,882 71	-	-	-
Hawley,	-	-	-	-	-	-	762 51	400 00	23 73	30 50
Heath,	-	-	6 84	6 84	-	6 84	902 39	-	-	28 27
Leverett,	-	-	21 43	21 43	-	21 43	1,060 51	-	-	-
Leyden,	-	-	24 42	24 42	-	24 42	471 45	-	-	-
Monroe,	-	-	-	-	-	-	872 29	-	-	-
Montague,	-	541 34	817 50	1,358 84	-	1,358 84	24,375 97	-	-	-
New Salem,	-	-	-	-	-	-	2,014 91	-	-	55 43
Northfield,	-	-	133 86	133 86	-	133 86	4,508 23	-	-	166 00
Orange,	-	212 50	269 02	481 52	-	481 52	21,019 35	-	-	-
Rowe,	-	48 58	4 35	52 93	-	52 93	689 03	200 00	8 08	26 98
Shelburne,	-	102 61	53 90	156 51	-	156 51	5,020 77	4,395 00	219 61	49 95
Shutesbury,	-	-	6 10	6 10	-	6 10	892 35	-	-	36 56
Sunderland,	-	177 69	110 70	288 39	-	288 39	2,541 05	-	-	-

Warwick,	2,146 42	-	-	2,146 42	-	2,146 42	3,473 78	500 00	18 93	-
Wendell,	-	27 10	39 52	66 62	-	66 62	855 24	540 00	32 40	20 40
Whately,	-	100 00	60 91	160 91	-	160 91	1,521 25	-	-	-
Totals,	$16,333 67	$2,120 47	$4,345 30	$22,799 44	-	$22,799 44	$150,509 21	$12,435 00	$607 21	$785 11

HAMPDEN COUNTY — CONTINUED.

Agawam,	-	$432 10	$139 72	$571 82	-	$571 82	$8,173 67	$4,017 21	$169 87	-
Blandford,	-	88 35	117 34	205 69	-	205 69	2,542 70	3,500 00	175 00	$134 75
Brimfield,	-	-	85 88	85 88	-	85 88	2,306 27	-	-	101 85
Chester,	-	60 00	259 07	319 07	-	319 07	4,227 36	-	-	191 69
Chicopee,	$2,396 47	-	1,866 73	4,263 20	-	4,263 20	54,210 19	-	-	-
East Longmeadow,	-	-	347 72	347 72	-	347 72	4,101 94	731 00	25 79	103 20
Granville,	-	75 25	102 02	177 27	-	177 27	2,539 33	-	-	73 52
Hampden,	-	259 37	-	259 37	-	259 37	1,877 70	-	-	122 12
Holland,	-	-	-	-	-	-	250 00	222 22	-	-
Holyoke,	83,281 57	-	5,877 39	89,158 96	-	89,158 96	274,169 83	-	-	2,230 87
Longmeadow,	-	884 53	54 09	938 62	-	938 62	4,281 66	-	-	-
Ludlow,	4,703 25	33 93	421 70	5,158 88	-	5,158 88	13,009 24	-	-	142 67
Monson,	-	-	477 66	477 66	-	477 66	11,889 01	-	-	476 98
Montgomery,	-	177 30	-	177 30	-	177 30	777 30	-	-	55 08
Palmer,	26,087 54	-	413 28	26,500 82	-	26,500 82	49,427 14	850 00	34 34	517 62
Russell,	-	-	102 16	102 16	-	102 16	1,669 18	-	-	95 18
Southwick,	-	-	88 48	88 48	-	88 48	2,024 88	15,618 03	765 26	164 70
Springfield,	81,698 14	-	11,437 20	93,135 34	-	93,135 34	411,089 79	-	-	-
Tolland,	-	2 63	-	2 63	-	2 63	705 26	-	-	97 86
Wales,	3,035 20	49 68	10 15	3,095 03	-	3,095 03	4,484 59	-	-	-
Westfield,	-	-	2,969 18	2,969 18	-	2,969 18	50,000 83	10,000 00	4,473 63	-
West Springfield,	-	1,161 00	265 88	1,426 88	-	1,426 88	29,314 46	14,339 05	787 41	-
Wilbraham,	-	-	35 48	35 48	-	35 48	4,523 47	1,308 40	78 50	-
Totals,	$201,202 17	$3,224 14	$25,071 13	$229,497 44	-	$229,497 44	$937,595 80	$50,585 91	$6,509 80	$4,508 09

FRANKLIN COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Ashfield,	$428 58	-	-	-	-	-	-	-	-	-
Bernardston,	300 00	-	-	-	-	-	-	-	-	-
Buckland,	504 78	-	-	-	-	-	-	-	-	-
Charlemont,	578 58	-	-	-	-	-	-	-	-	-
Colrain,	504 78	-	-	-	-	-	-	-	-	-
Conway,	428 58	-	-	-	-	-	-	-	-	-
Deerfield,	328 58	-	1	33	-	-	-	-	$55,883 80	$2,247 57
Erving,	578 58	-	-	-	-	-	-	-	-	-
Gill,	528 58	-	1	711	1	8	$44,615 84	$234 00	785,802 95	12,191 39
Greenfield,	-	$50 00	1	22	-	-	9,000 00	-	20,000 00	-
Hawley,	578 58	-	-	-	-	-	-	-	-	-
Heath,	578 58	-	-	-	-	-	-	-	-	-
Leverett,	452 39	-	-	-	-	-	-	-	-	-
Leyden,	482 87	-	-	-	-	-	-	-	-	-
Monroe,	350 00	-	-	-	-	-	-	-	-	-
Montague,	-	-	-	-	1	200	-	-	-	-
New Salem,	578 59	-	1*	-	-	-	-	-	3,000 00	125 00
Northfield,	504 78	-	1	401	-	-	31,719 81	-	542,740 43	2,500 00
Orange,	354 78	-	-	-	-	-	-	-	-	-
Rowe,	604 78	-	-	-	-	-	-	-	-	-
Shelburne,	428 59	-	1	96	-	-	2,023 00	-	26,012 00	1,496 56
Shutesbury,	502 39	-	-	-	-	-	-	-	-	-
Sunderland,	604 78	-	-	-	-	-	-	-	-	-

Warwick,	502 39	48 24	-	-	-	-	-	-	-	-
Wendell,	502 39	-	-	-	-	-	-	-	-	-
Whately,	350 00	-	-	-	-	-	-	-	-	-
Totals,	$11,556 93	$98 24	6	1,263	2	208	$87,358 65	$234 00	$1,433,439 18	$18,560 52

HAMPDEN COUNTY — Concluded.

Agawam,	$328 58	$108 50	-	-	1	54	-	$132 75	-	-
Blandford,	528 58	57 00	-	-	-	-	-	-	-	-
Brimfield,	578 58	-	1	58	-	-	-	-	$86,280 38	$4,178 84
Chester,	428 58	-	-	-	-	-	-	-	-	-
Chicopee,	-	-	-	-	4	976	-	-	-	-
East Longmeadow,	604 78	-	-	-	-	-	-	-	-	-
Granville,	578 58	-	-	-	-	-	-	-	-	-
Hampden,	528 58	-	-	-	-	-	-	-	-	-
Holland,	482 87	-	-	-	-	-	-	-	-	-
Holyoke,	-	-	-	-	7	3,990	-	2,400 00	-	-
Longmeadow,	504 78	5 00	-	-	-	-	-	-	-	-
Ludlow,	404 78	-	-	-	-	-	-	-	-	-
Monson,	404 78	25 00	1	116	1	9	-	-	-	-
Montgomery,	604 78	-	-	-	-	-	-	-	-	-
Palmer,	354 78	-	-	-	1	134	-	289 17	6,500 00	289 17
Russell,	482 87	-	-	-	-	-	-	-	-	-
Southwick,	482 87	-	-	-	-	-	-	-	-	-
Springfield,	-	1,882 12	-	-	6	1,779	-	14,200 00	172,750 00	-
Tolland,	532 87	-	-	-	-	-	-	-	-	-
Wales,	528 59	-	-	-	-	-	-	-	-	-
Westfield,	-	-	-	-	1	248	-	-	-	-
West Springfield,	-	-	-	-	-	-	-	-	-	-
Wilbraham,	504 78	-	1	218	-	-	$7,560 00	-	269,192 00	1,320 00
Totals,	$8,865 01	$2,077 62	3	392	21	7,190	$7,560 00	$17,021 92	$534,722 38	$5,788 01

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* United with high school.

HAMPSHIRE COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	SCHOOL CENSUS DATA SEPT. 1, 1900.		SCHOOL MEMBERSHIP AND ATTENDANCE DATA FOR THE SCHOOL YEAR.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Amherst,	5,028	$3,201,414	18	647	467	1,004	4	185	467	714	652	.91
Belchertown,	2,292	848,850	21	452	343	611	18	37	343	454	387	.85
Chesterfield,	611	282,420	6	95	66	107	1	10	70	83	75	.90
Cummington,	748	296,293	6	151	125	167	4	15	108	135	125	.92
Easthampton,	5,603	3,003,786	25	966	677	954	3	71	687	830	762	.91
Enfield,	1,036	673,700	8	187	140	240	3	13	177	174	153	.88
Goshen,	316	135,797	3	60	48	68	–	6	44	50	46	.92
Granby,	761	460,122	8	119	79	152	3	15	98	128	115	.90
Greenwich,	491	251,960	3	81	66	81	–	3	61	67	63	.93
Hadley,	1,789	993,238	11	248	172	265	5	6	175	228	208	.91
Hatfield,	1,500	1,093,341	8	230	163	218	–	3	150	190	183	.96
Huntington,	1,475	523,892	9	290	204	326	6	18	222	275	249	.91
Middlefield,	410	199,001	5	90	77	122	10	1	77	99	92	.93
Northampton,	18,643	12,092,280	71	2,925	2,062	2,752	144	276	1,801	2,396	2,246	.94
Pelham,	462	185,337	4	77	62	103	2	2	72	79	71	.89
Plainfield,	404	168,540	5	68	56	79	–	8	60	65	60	.93
Prescott,	380	164,223	5	63	48	75	2	5	55	58	54	.93
Southampton,	1,012	498,360	8	176	129	205	6	13	145	156	141	.90
South Hadley,	4,526	2,510,040	22	795	544	930	8	58	625	769	695	.90
Ware,	8,263	4,141,130	27	1,510	1,043	1,262	26	80	830	1,074	1,004	.94
Westhampton,	469	214,817	5	102	75	115	5	6	62	94	88	.94
Williamsburg,	1,926	881,932	16	360	265	409	9	20	288	360	321	.89
Worthington,	675	300,245	7	117	91	129	1	–	91	111	99	.89
Totals,	58,820	$33,120,718	301	9,809	7,002	10,374	260	851	6,708	8,589	7,889	.92

HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	Teachers and Teachers' Wages.							Length of Schooling.		High Schools.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Amherst,	23	2	28	4	6	$110 00	$40 00	162–1	9	1	6	155	9–4	$1,600 00
Belchertown,	21	2	26	–	4	58 44	28 81	171–5	9	1	2	62	9–11	822 22
Chesterfield,	6	1	9	2	2	32 00	28 20	48–15	8–2	–	–	–	–	–
Cummington,	6	3	6	3	3	37 33	30 00	46–5	7–14	–	–	–	–	–
Easthampton,	30	2	31	12	12	150 00	38 92	219–8	8–15	1	3	65	9–17	1,500 00
Enfield,	8	–	14	7	7	–	37 00	70	8–15	–	–	–	–	–
Goshen,	3	–	4	1	2	–	32 46	24	8	–	–	–	–	–
Granby,	8	1	9	2	2	77 77	28 00	68–5	8–10	1	1	17	9	700 00
Greenwich,	3	–	4	2	–	–	37 33	23–9	8–9	–	–	–	–	–
Hadley,	11	–	11	1	3	–	28 45	90–13	8–5	1*	1	32	9–10	800 00
Hatfield,	8	–	10	2	2	–	33 50	72	9	–	–	–	–	–
Huntington,	9	1	10	–	5	66 00	30 75	74–1	8–4	–	–	–	–	–
Middlefield,	5	–	10	2	4	–	34 40	39–9	7–17	–	–	–	–	–
Northampton,	87	7	86	33	36	126 00	46 66	665–13	9–7	1	9	209	9–9	1,700 00
Pelham,	4	–	6	1	2	–	34 50	32	8	–	–	–	–	–
Plainfield,	5	1	5	1	1	32 00	32 00	35–5	8	–	–	–	–	–
Prescott,	5	1	7	–	1	26 00	25 00	41–5	8–5	–	–	–	–	–
Southampton,	8	1	9	3	4	40 00	32 22	70–5	8–15	–	–	–	–	–
South Hadley,	25	2	28	10	10	120 00	42 00	207–6	9–8	1	3	75	9–16	1,200 00
Ware,	32	2	31	9	13	125 00	44 11	264–10	9–17	1	5	139	9–14	2,000 00
Westhampton,	5	–	12	6	6	–	33 00	42–10	8–10	–	–	–	–	–
Williamsburg,	17	2	16	2	5	56 00	29 00	136–12	9–2	2	2	66	{ 10 { 10	560 00 560 00
Worthington,	7	–	12	1	2	–	30 00	59–10	8–10	–	–	–	–	–
Totals,	336	28	384	104	132	$89 52	$37 67	2,664–7	8–16	10	32	820	9–12	$11,442 22

* Hopkins Academy.

HAMPSHIRE COUNTY — Continued.

TOWNS AND CITIES.	Expenditures for the Support of Public Schools.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Amherst, . .	$11,096 35	$732 97	$1,601 79	$165 00	$1,500 00	$1,320 38	$688 67	$17,105 16	$1,210 50	$15,894 66
Belchertown, .	5,457 22	-	115 25	259 00	-	574 04	16 30	6,421 81	1,295 48	5,126 33
Chesterfield, . .	1,435 00	113 75	85 60	59 65	-	80 96	37 46	1,812 42	760 67	1,051 75
Cummington, .	1,782 00	356 00	120 44	47 00	50 00	186 73	-	2,542 17	1,280 19	1,261 98
Easthampton, .	12,382 61	386 10	2,198 08	-	1,230 88	841 99	511 44	17,551 10	1,994 82	15,556 28
Enfield, . . .	2,584 00	160 00	399 00	145 00	-	375 00	26 00	3,689 00	920 00	2,769 00
Goshen, . .	815 00	-	41 02	24 50	-	93 89	5 00	979 41	659 50	319 91
Granby, . .	2,269 67	244 00	259 29	36 14	385 41	167 84	52 68	3,415 03	1,000 28	2,414 75
Greenwich, . .	1,131 60	349 00	95 90	50 00	-	81 46	6 80	1,714 76	659 70	1,055 06
Hadley, . .	2,615 00	230 00	408 60	213 95	-	400 00	15 00	3,882 55	406 05	3,476 50
Hatfield, . .	2,492 90	6 25	508 11	91 15	480 00	282 73	10 00	3,871 14	776 84	3,094 30
Huntington, . .	3,104 50	112 25	556 19	146 65	-	407 20	145 68	4,472 47	471 09	4,001 38
Middlefield, . .	1,359 80	70 10	76 38	-	298 80	195 40	-	2,000 48	1,300 14	700 34
Northampton, .	45,592 35	687 90	9,703 14	614 08	1,800 00	4,521 64	1,728 50	64,647 61	1,271 25	63,376 36
Pelham, . .	1,181 50	8 75	57 00	5 25	116 67	100 96	3 80	1,473 93	805 87	668 06
Plainfield, . .	1,128 00	30 00	51 20	-	156 26	172 63	6 19	1,544 28	1,151 18	393 10
Prescott, . .	1,360 49	41 00	78 65	-	50 00	35 94	26 00	1,592 08	896 58	695 50
Southampton, .	2,560 50	-	204 28	103 50	245 60	156 67	5 00	3,275 55	1,014 72	2,260 83
South Hadley, .	12,495 75	135 00	2,376 74	326 75	1,156 25	1,494 90	182 30	18,167 69	1,406 28	16,761 41
Ware, . . .	16,161 00	533 50	4,705 68	25 00	2,000 00	2,035 44	709 33	26,169 95	399 00	25,770 95
Westhampton, .	1,950 61	-	45 80	41 75	65 63	128 63	51 05	2,283 47	1,106 93	1,176 54
Williamsburg, .	4 641 85	156 00	778 08	220 00	738 60	439 22	120 48	7,094 23	2,195 36	4,898 87
Worthington, .	1,930 00	37 00	133 85	75 00	-	153 00	17 00	2,345 85	1,690 91	654 94
Totals, . .	$137,527 70	$4,389 57	$24,600 07	$2,649 37	$10,274 10	$14,246 65	$4,364 68	$198,052 14	$24,673 34	$173,378 80

HAMPSHIRE COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Amherst,	-	-	$614 25	$614 25	-	$614 25	$16,508 91	-	-	$411 88
Belchertown,	-	-	485 01	485 01	-	485 01	5,611 34	$6,000 00	$242 40	-
Chesterfield,	-	-	65 01	65 01	-	65 01	1,116 76	500 00	25 00	-
Cummington,	-	-	46 90	46 90	-	46 90	1,308 88	-	-	124 23
Easthampton,	-	$300 00	360 40	660 40	-	660 40	16,216 68	-	-	332 56
Enfield,	$1,000 00	-	37 00	1,037 00	-	1,037 00	3,806 00	-	-	-
Goshen,	-	-	-	-	-	-	319 91	-	-	-
Granby,	-	44 00	144 30	188 30	-	188 30	2,603 05	-	-	-
Greenwich,	-	15 00	18 25	33 25	-	33 25	1,088 31	500 00	30 00	-
Hadley,	-	-	271 39	271 39	-	271 39	3,747 89	-	-	-
Hatfield,	-	704 53	61 77	766 30	-	766 30	3,860 60	-	-	162 94
Huntington,	-	161 88	267 95	429 83	-	429 83	4,431 21	-	-	146 69
Middlefield,	-	170 00	4 06	174 06	-	174 06	874 40	-	-	-
Northampton,	-	-	3,238 66	3,238 66	-	3,238 66	66,615 02	3,000 00	86 12	1,243 55
Pelham,	-	148 03	80 68	228 71	-	228 71	896 77	-	-	83 62
Plainfield,	-	-	106 90	106 90	-	106 90	500 00	-	-	51 13
Prescott,	-	-	7 90	7 90	-	7 90	703 40	-	-	-
Southampton,	-	-	132 22	132 22	-	132 22	2,393 05	-	-	-
South Hadley,	20,000 00	356 00	597 17	20,953 17	-	20,953 17	37,714 58	-	-	270 92
Ware,	-	650 00	703 78	1,353 78	-	1,353 78	27,124 73	-	-	-
Westhampton,	-	-	79 05	79 05	-	79 05	1,255 59	-	-	-
Williamsburg,	-	152 93	153 05	305 98	-	305 98	5,204 85	20,000 00	638 75	150 03
Worthington,	-	-	182 53	182 53	-	182 53	837 47	3,724 83	175 52	81 71
Totals,	$21,000 00	$2,702 37	$7,658 23	$31,360 60	-	$31,360 60	$204,739 40	$33,724 83	$1,197 79	$3,059 26

HAMPSHIRE COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Amherst,	-	-	-	-	2	39	-	$900 00	-	-
Belchertown,	$428 58	$10 00	-	-	-	-	-	-	-	-
Chesterfield,	482 87	-	-	-	-	-	-	-	-	-
Cummington,	532 87	-	-	-	-	-	-	-	-	-
Easthampton,	278 58	-	1	140	-	-	$9,812 00	-	-	-
Enfield,	428 58	-	-	-	-	-	-	-	-	-
Goshen,	350 00	-	-	-	-	-	-	-	-	-
Granby,	604 78	-	-	-	-	-	-	-	-	-
Greenwich,	528 58	-	-	-	-	-	-	-	-	-
Hadley,	382 87	-	1	32	-	-	-	-	$40,000 00	$1,900 00
Hatfield,	328 58	-	1	45	-	-	500 00	-	42,642 00	2,992 00
Huntington,	428 59	250 00	-	-	-	-	-	-	-	-
Middlefield,	452 39	-	-	-	-	-	-	-	-	-
Northampton,	-	587 00	1	148	4	784	-	19,600 00	395,171 00	15,245 53
Pelham,	482 87	-	-	-	-	-	-	-	-	-
Plainfield,	452 39	-	-	-	-	-	-	-	-	-
Prescott,	528 59	-	-	-	-	-	-	-	-	-

Southampton,	528 59	-	-	-	-	-	-	-	-	-
South Hadley,	354 78	-	-	-	-	-	-	-	-	-
Ware,	-	-	-	-	1	405	-	-	-	-
Westhampton,	528 59	-	-	-	-	-	-	-	-	-
Williamsburg,	504 78	-	-	-	-	-	-	-	-	-
Worthington,	452 39	-	-	-	1	23	-	-	-	-
Totals,	$9,060 25	$847 00	4	365	8	1,251	$10,312 00	$20,500 00	$477,813 00	$20,137 53

MIDDLESEX COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Acton,	2,120	$1,654,900	11	293	204	298	–	22	224	279	252	.90
Arlington,	8,603	8,748,206	36	1,504	1,043	1,452	12	127	864	1,337	1,242	.93
Ashby,	876	488,872	6	114	91	144	–	13	109	123	115	.93
Ashland,	1,525	1,039,354	9	247	184	329	1	34	211	290	273	.94
Ayer,	2,446	1,554,047	11	461	381	502	15	66	292	450	418	.93
Bedford,	1,208	1,104,477	5	193	139	207	3	11	145	179	160	.90
Belmont,	3,929	5,211,725	20	529	398	645	–	86	410	565	508	.90
Billerica,	2,775	2,077,284	15	504	286	508	8	35	286	455	423	.92
Boxborough,	316	237,104	4	54	39	64	1	4	45	54	51	.94
Burlington,	593	574,932	2	59	49	56	–	4	41	50	47	.94
Cambridge,	91,886	94,465,930	325	15,131	10,655	16,203	909	1,482	8,869	13,816	12,684	.92
Carlisle,	480	383,895	3	75	61	85	1	4	63	65	59	.91
Chelmsford,	3,984	2,448,848	20	672	507	747	10	57	501	631	556	.88
Concord,	5,652	4,684,363	17	839	593	959	12	160	551	865	784	.91
Dracut,	3,253	2,047,019	14	516	429	493	4	7	373	416	366	.88
Dunstable,	427	296,611	2	65	54	68	2	5	46	57	52	.91
Everett,	24,336	18,705,100	113	4,456	3,113	5,457	–	429	3,548	4,602	4,347	.94
Framingham,	11,302	8,809,900	51	1,880	1,346	2,192	29	246	1,446	1,973	1,808	.91
Groton,	2,052	2,727,694	15	342	259	424	10	78	268	375	349	.93
Holliston,	2,598	1,476,676	13	471	277	513	1	46	276	431	412	.96
Hopkinton,	2,623	1,712,080	15	415	325	508	12	53	301	450	422	.94
Hudson,	5,454	3,001,496	25	890	624	1,063	9	125	754	954	885	.93
Lexington,	3,831	5,182,060	19	551	381	695	7	95	424	622	570	.91
Lincoln,	1,127	2,237,295	5	153	101	152	–	8	109	133	122	.91
Littleton,	1,179	903,730	7	189	124	222	–	33	135	195	181	.93
Lowell,	94,969	71,496,735	272	14,710	10,248	12,658	744	901	8,023	10,623	9,678	.92

Malden, ...	33,664	27,287,540	141	6,052	4,182	6,119	295	739	3,838	5,465	5,068	.93
Marlborough, . .	13,609	9,200,127	61	2,797	1,926	2,567	22	162	1,926	2,235	2,041	.91
Maynard, . . .	3,142	2,125,541	13	559	426	612	8	13	369	588	558	.95
Medford, . . .	18,244	19,776,400	66	3,264	2,298	3,646	199	387	2,176	3,297	2,982	.90
Melrose, . . .	12,962	12,778,365	68	2,066	1,436	2,734	182	335	1,447	2,508	2,365	.94
Natick, ...	9,488	5,989,075	44	1,577	1,136	1,902	–	269	1,154	1,740	1,646	.95
Newton, ...	33,587	57,634,720	112	5,336	3,668	5,918	300	804	3,387	5,125	4,678	.91
North Reading, . .	1,035	555,429	4	144	116	139	1	2	106	129	112	.87
Pepperell, . . .	3,701	2,322,844	20	716	520	768	10	66	509	701	635	.90
Reading, . . .	4,969	4,412,574	21	853	648	1,004	14	118	593	876	815	.93
Sherborn, . . .	1,483	836,170	5	227	174	169	–	1	132	154	141	.92
Shirley, ...	1,680	799,404	6	256	184	278	–	5	184	207	187	.90
Somerville, . . .	61,643	52,513,400	220	10,466	7,291	10,422	428	1,219	6,367	9,641	9,052	.94
Stoneham, . . .	6,197	5,143,300	25	960	675	1,118	28	161	634	994	939	.94
Stow, ...	1,002	795,899	6	154	103	168	5	10	102	138	134	.97
Sudbury, . . .	1,150	1,176,572	7	173	124	196	2	12	127	177	164	.93
Tewksbury, . . .	3,683	1,725,099	12	467	338	441	3	26	300	392	342	.87
Townsend, . . .	1,804	1,127,856	9	264	182	302	–	29	192	262	245	.93
Tyngsborough, . .	773	417,829	4	95	69	98	1	4	64	77	67	.87
Wakefield, . . .	9,290	7,765,215	41	1,767	1,124	1,941	5	264	1,142	1,781	1,669	.94
Waltham, . . .	23,481	20,049,939	65	3,778	2,676	3,197	23	323	1,969	2,880	2,682	.93
Watertown, . . .	9,706	10,743,242	29	1,466	1,220	1,246	73	158	752	1,200	1,105	.92
Wayland, . . .	2,303	1,649,275	13	436	327	494	2	57	327	451	420	.93
Westford, . . .	2,624	1,281,677	14	420	286	481	–	45	286	412	369	.90
Weston, ...	1,834	4,435,527	7	241	169	275	–	38	170	230	217	.94
Wilmington, . . .	1,596	1,095,877	11	310	218	347	9	22	214	307	284	.92
Winchester, . . .	7,248	8,483,680	34	1,262	846	1,540	140	147	863	1,318	1,206	.92
Woburn, . . .	14,254	10,555,975	59	3,220	1,895	2,917	61	332	1,693	2,650	2,466	.93
Totals, . . .	565,696	$515,948,884	2,152	94,639	66,168	97,683	3,601	9,879	59,337	85,925	79,353	.92

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Acton,	12	1	14	8	9	$100 00	$41 00	101	9-3	1	2	31	10	$1,000 00
Arlington,	39	3	35	12	12	237 50	57 60	337-17	9-8	1	8	230	9-10	2,200 00
Ashby,	7	–	9	2	4	–	37 50	49-2	8-4	1	1	21	9-17	475 00
Ashland,	10	1	9	4	6	120 00	38 88	78-2	8-14	1	2	37	9-10	1,200 00
Ayer,	12	1	11	6	8	110 00	45 09	100-5	9-2	1	2	75	10	1,100 00
Bedford,	6	–	6	3	4	–	45 26	47-12	9-10	1	2	36	9-12	550 00
Belmont,	20	3	21	6	7	150 00	53 88	190	9-10	1	5	84	9-10	1,500 00
Billerica,	16	3	13	5	8	73 33	39 08	138-15	9-5	1*	2	43	9-10	1,000 00
Boxborough,	4	–	4	2	2	–	39 35	34	8-10	–	–	–	–	–
Burlington,	2	–	2	1	1	–	40 00	18-6	9-3	–	–	–	–	–
Cambridge,	409	41	406	265	286	166 80	68 76	3,250	10	3	59	1,214	10 10 10	3,000 00 3,000 00 3,000 00
Carlisle,	3	–	4	2	2	–	38 00	27	9	–	–	–	–	–
Chelmsford,	21	3	23	11	11	84 00	38 39	181-2	9-1	2	3	60	9-15 9-15	840 00 840 00
Concord,	27	1	26	6	6	200 00	57 91	159-10	9-8	1	8	199	9-15	2,000 00
Dracut,	15	–	16	10	11	–	44 18	130-5	9-6	–	–	–	–	–
Dunstable,	2	–	2	2	2	–	40 00	18	9	–	–	–	–	–
Everett,	136	8	133	57	74	140 00	53 09	884-14	9	1	12	304	9-12	2,300 00
Framingham,	62	4	58	43	51	171 10	51 47	417-9	8-2	1	7	227	9-10	2,000 00
Groton,	15	1	18	4	6	130 00	39 97	131-10	8-18	1	3	81	9-2	1,300 00
Holliston,	16	1	15	2	3	102 57	42 91	109-7	8-8	1	3	46	9-15	1,000 00
Hopkinton,	17	1	16	3	6	100 00	39 00	126-8	8-8	1	3	71	9-6	1,000 00
Hudson,	27	2	30	2	10	119 13	42 14	232-13	9-6	1	5	131	9-14	1,263 20
Lexington,	21	2	19	7	8	190 00	55 56	151-4	9-9	1	4	72	9-12	1,900 00
Lincoln,	5	–	5	1	1	–	52 02	47-5	9-11	–	–	–	–	–

Littleton,	8	1	8	1	1	80 00	44 50	63-19	9-2	1	2	50	10	800 00
Lowell,	300	21	314	71	108	154 25	61 37	2,441-10	9-9	1	27	872	9-8	2,500 00
Malden,	180	17	174	53	76	144 16	59 11	1,333-5	9-9	1	19	467	9-10	2,300 00
Marlborough,	70	2	71	9	12	145 56	54 83	594	9-8	1	11	268	9-16	1,800 00
Maynard,	15	1	14	7	10	110 00	44 00	118-3	9-10	1	3	40	9-15	1,100 00
Medford,	94	15	84	27	33	140 45	60 34	627-10	9-10	1	20	607	9-15	2,500 00
Melrose,	85	12	75	27	34	118 89	52 15	582-1	9-5	1	12	254	9-15	2,100 00
Natick,	49	6	56	19	29	130 50	47 40	421	9-11	1	10	283	9-18	1,800 00
Newton,	185	16	169	75	80	210 55	64 46	1,035-16	9-6	1	25	733	9-1	3,000 00
North Reading,	4	-	4	2	2	-	48 00	33-14	8-8	-	-	-	-	-
Pepperell,	23	2	26	10	13	65 00	39 29	175	8-15	1	3	78	9-15	1,000 00
Reading,	25	3	30	13	14	170 00	49 79	188-15	9	1	5	151	9-6	1,700 00
Sherborn,	5	-	6	3	4	-	36 00	43-15	8-15	1†	2	26	9-5	750 00
Shirley,	6	-	9	3	5	-	46 40	55-5	9-4	-	-	-	-	-
Somerville,	267	25	277	81	88	181 00	64 70	2,101	9-11	2	37	1,012	9-9 9-9	3,000 00 3,000 00
Stoneham,	29	1	31	8	12	170 00	50 11	217-17	8-14	1	5	138	9-10	1,700 00
Stow,	6	1	7	1	1	88 88	36 00	54-10	9-1	1	1	24	9-10	825 00
Sudbury,	9	2	10	1	2	83 33	40 40	60-4	8-12	1	2	19	8-9	750 00
Tewksbury,	13	1	15	9	11	75 00	42 24	104-9	8-14	1	2	35	9-13	750 00
Townsend,	11	1	12	3	4	40 00	37 25	80-9	9-2	1	2	42	9-16	500 00
Tyngsborough,	4	-	4	4	4	-	44 00	35-2	8-15	-	-	-	-	-
Wakefield,	53	4	57	16	19	105 00	47 75	363-12	9-6	1	7	253	9-16	1,950 00
Waltham,	83	9	78	42	42	141 43	59 44	596-16	9-4	1	12	323	9-12	2,000 00
Watertown,	39	7	43	12	13	161 84	60 44	265-6	9-3	1	6	110	9-3	2,100 00
Wayland,	16	1	16	7	9	72 00	42 74	116-5	8-18	1	3	49	9-16	800 00
Westford,	14	1	13	9	9	60 00	37 23	135	9	1‡	2	38	9-15	1,700 00
Weston,	9	1	13	4	5	189 47	56 72	66-10	9-10	1	3	47	9-10	1,800 00
Wilmington,	11	-	11	7	7	-	45 36	97-15	8-17	1	1	34	9-13	850 00
Winchester,	50	6	54	26	29	117 93	53 41	288-2	9-5	1	8	252	9-9	2,000 00
Woburn,	68	5	64	7	9	130 00	54 82	570	10	1	10	283	10	1,900 00
Totals,	2,635	237	2,640	1,021	1,223	$151 16	$57 65	19,827-16	9-4	49	371	9,450	9-12	$79,443 20

* Howe Incorporated Academy.

† United with Sawin Academy.

‡ Westford Academy.

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	Expenditures for the Support of Public Schools.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Acton, . . .	$4,835 30	$945 00	$784 66	$95 25	$450 00	$482 77	$159 98	$7,752 96	$779 79	$6,973 17
Arlington, . .	29,003 19	-	5,804 01	50 00	-	2,897 14	677 89	38,432 23	1,067 04	37,365 19
Ashby, . . .	2,071 47	644 33	165 95	4 00	600 00	300 71	11 00	3,797 46	1,017 50	2,779 96
Ashland, . .	4,312 25	936 00	1,000 00	70 25	600 00	450 87	167 06	7,536 43	904 79	6,631 64
Ayer, . . .	5,810 25	-	1,071 43	-	693 34	1,193 36	144 88	8,913 26	1,219 58	7,693 68
Bedford, . .	2,758 50	859 40	812 10	56 48	237 50	110 85	57 94	4,892 77	313 86	4,578 91
Belmont, . .	13,092 00	170 00	2,598 35	50 00	1,500 00	999 87	674 49	19,084 71	96 57	18,988 14
Billerica, . .	6,527 02	360 75	1,241 11	256 00	750 00	497 87	171 15	9,803 90	953 58	8,850 32
Boxborough, .	1,900 00	-	100 00	-	50 00	69 72	28 14	2,147 86	1,293 36	854 50
Burlington, . .	1,045 60	513 50	287 12	80 20	145 87	114 66	30 10	2,217 05	200 00	2,017 05
Cambridge, . .	320,511 34	1,996 11	58,901 99	7,980 00	4,700 00	18,998 90	3,505 16	416,593 50	5,686 68	410,906 82
Carlisle, . .	1,121 40	509 60	90 88	-	289 00	123 46	15 39	2,149 73	1,009 52	1,140 21
Chelmsford, . .	8,601 00	1,503 45	2,277 98	161 98	1,031 25	1,141 45	437 09	15,164 20	1,028 58	14,125 62
Concord, . .	19,362 05	2,448 50	2,768 81	180 75	500 00	2,061 94	2,082 55	29,404 60	4,397 85	25,006 75
Dracut, . . .	8,225 00	538 00	1,404 05	79 85	720 00	586 70	297 54	11,851 14	1,032 98	10,818 16
Dunstable, . .	814 00	828 00	261 55	11 50	181 25	57 02	15 95	2,169 27	816 62	1,352 65
Everett, . .	77,845 11	-	14,229 79	720 00	2,500 00	7,441 50	4,509 78	107,246 18	18 50	107,227 68
Framingham, .	33,487 00	2,288 90	6,752 83	23 68	2,000 00	3,725 86	1,299 96	49,578 23	251 54	49,326 69
Groton, . . .	6,894 76	199 75	1,054 56	271 65	675 00	762 42	125 00	9,983 14	15 00	9,968 14
Holliston, . .	6,455 85	1,165 65	996 16	54 00	656 00	623 59	57 82	10,009 07	867 59	9,141 48
Hopkinton, . .	6,857 00	930 47	1,592 10	5 75	900 00	938 41	345 00	11,568 73	1,312 03	10,256 70
Hudson, . .	12,646 18	691 00	2,600 27	176 80	1,000 00	2,033 25	291 02	19,438 52	785 43	18,653 09
Lexington, . .	13,164 33	2,640 75	2,624 64	319 55	-	893 72	473 76	20,116 75	45 00	20,071 75
Lincoln, . .	3,700 31	1,052 05	307 25	-	206 25	212 63	192 43	5,670 92	279 07	5,391 85
Littleton, . .	3,806 83	818 00	697 68	-	310 00	310 65	57 80	6,000 96	964 78	5,036 18
Lowell, . . .	216,938 73	40 00	45,922 65	4,623 77	3,000 00	13,468 35	20,685 31	304,678 81	-	304,678 81

Malden, . .	123,575 25	-	19,808 76	1,750 00	2,500 00	10,934 61	6,857 50	165,426 12	-	165,426 12
Marlborough, .	39,795 30	874 00	6,958 65	750 00	2,100 00	4,016 07	1,696 81	56,190 83	140 65	56,050 18
Maynard, . .	7,151 50	-	990 20	237 50	-	1,057 87	206 81	9,643 88	278 59	9,365 29
Medford, . .	69.298 63	400 00	13,564 32	1,000 00	2,650 00	6,499 46	3,631 39	97,043 80	-	97,043 80
Melrose, . .	51,595 52	282 00	13,106 03	400 00	2,100 00	5,123 00	2,887 64	75,494 19	1,176 08	74,318 11
Natick, . . .	25,870 08	43 42	4,214 59	50 00	1,845 00	2,451 64	2,066 54	36,541 27	97 95	36,443 32
Newton, . .	144,167 95	452 29	21,130 90	1,954 67	3,549 92	10,804 60	4,865 90	186,926 23	-	186,926 23
North Reading, .	2 298 50	893 00	278 44	50 00	165 00	265 48	15 00	3,965 42	1,173 59	2,791 83
Pepperell, . .	9,724 50	853 36	2,226 98	23 75	400 00	1,176 50	312 59	14,717 68	393 78	14,323 90
Reading, . .	14,962 50	453 20	3,115 69	20 00	987 50	1,299 60	1,801 57	22,640 06	25 51	22,614 55
Sherborn, . .	2,043 25	1,085 75	428 14	87 55	303 00	225 82	33 50	4,207 01	735 96	3,471 05
Shirley, . . .	2,762 66	325 50	654 36	134 00	437 14	272 49	48 05	4,634 20	1,383 80	3,250 40
Somerville, . .	208,130 00	-	31,805 00	1,733 00	3,000 00	13,695 00	2,040 00	260,403 00	-	260,403 00
Stoneham, . .	15,841 60	-	3,104 95	133 00	1,000 00	1,564 63	1,000 96	22,645 14	127 98	22,517 16
Stow, . . .	2,936 44	351 00	387 58	100 00	-	363 56	50 00	4,188 58	955 69	3,232 89
Sudbury, . .	3,381 00	1,786 40	625 51	101 65	450 00	343 87	28 87	6,717 30	845 82	5,871 48
Tewksbury, . .	5,831 74	614 50	1,213 26	136 32	720 00	552 24	136 76	9,204 82	998 81	8,206 01
Townsend, . .	4,113 18	733 75	523 86	14 00	900 00	352 49	91 57	6,728 85	1,387 91	5,340 94
Tyngborough, .	2,307 98	1,000 00	435 72	-	180 00	165 45	44 36	4,133 51	1,342 68	2,790 83
Wakefield, . .	31,024 24	-	5,532 65	-	1,800 00	2,893 01	1,352 02	42,601 92	1,949 86	40,652 06
Waltham, . .	60,676 45	1,031 80	10,864 95	900 00	2,000 00	4,441 99	1,280 24	81,195 43	-	81,195 43
Watertown, . .	27,471 75	331 00	4,935 07	100 00	1,675 00	1,936 00	-	36,448 82	-	36,448 82
Wayland, . .	6,789 77	1,422 68	1,576 01	18 35	750 00	613 96	97 41	11,268 18	965 59	10,302 59
Westford, . .	5,208 95	306 00	1,081 15	47 84	775 31	597 97	64 08	8,081 30	1,029 78	7,051 52
Weston, . .	6,698 04	2,502 25	1,375 97	450 00	-	937 25	21 00	11,984 51	-	11,984 51
Wilmington, . .	4,382 00	-	963 13	158 75	295 83	462 73	148 92	6,411 36	294 38	6,116 98
Winchester, . .	23,957 54	640 50	3,855 77	226 65	1,410 00	2,895 54	2,084 86	35,070 86	-	35,070 86
Woburn, . .	40,548 81	116 00	6,531 06	400 00	1,950 00	3,038 33	1,775 60	54,359 80	-	54,359 80
Totals, . .	$1,754,331 60	$38,577 61	$317,636 62	$26,248 49	$57,639 16	$139,478 83	$71,154 14	$2,405,066 45	$41,661 65	$2,363,404 80

MIDDLESEX COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Acton,	-	$586 98	$139 49	$726 47	-	$726 47	$7,699 64	-	-	$241 11
Arlington,	-	228 04	419 68	647 72	-	647 72	38,012 91	$20,962 25	$1,049 70	-
Ashby,	-	-	97 73	97 73	-	97 73	2,877 69	-	-	-
Ashland,	-	175 41	101 13	276 54	-	276 54	6,908 18	-	-	-
Ayer,	-	155 94	311 95	467 89	-	467 89	8,161 57	1,600 00	77 00	198 93
Bedford,	-	-	39 90	39 90	-	39 90	4,618 81	-	-	-
Belmont,	$15,423 27	-	522 94	15,946 21	-	15,946 21	34,934 35	-	-	-
Billerica,	4,000 00	-	392 95	4,392 95	-	4,392 95	13,243 27	-	-	329 46
Boxborough,	-	24 70	10 80	35 50	-	35 50	890 00	-	-	-
Burlington,	-	314 37	-	314 37	-	314 37	2,331 42	-	-	62 13
Cambridge,	40,953 18	31,673 56	11,320 29	83,947 03	-	83,947 03	494,853 85	-	710 56	-
Carlisle,	-	-	17 11	17 11	$17 11	-	1,140 21	500 00	30 00	-
Chelmsford,	1,452 79	1,751 51	498 41	3,702 71	-	3,702 71	17,828 33	-	-	527 25
Concord,	18,875 54	-	606 36	19,481 90	-	19,481 90	44,488 65	24,300 00	993 00	-
Dracut,	4,720 58	-	139 51	4,860 09	-	4,860 09	15,678 25	3,000 00	121 20	370 50
Dunstable,	-	-	59 85	59 85	-	59 85	1,412 50	-	-	-
Everett,	40,148 01	3,227 13	4,739 74	48,114 88	-	48,114 88	155,342 56	-	-	-
Framingham,	-	11,535 71	2,333 95	13,869 66	-	13,869 66	63,196 35	1,258 94	75 54	1,064 19
Groton,	-	-	177 78	177 78	-	177 78	10,145 92	-	-	-
Holliston,	-	-	731 25	731 25	-	731 25	9 872 73	-	-	-
Hopkinton,	-	27 00	133 27	160 27	-	160 27	10,416 97	5,836 00	233 44	624 71
Hudson,	-	-	759 30	759 30	-	759 30	19,412 39	-	-	252 29
Lexington,	-	339 55	435 17	774 72	-	774 72	20,846 47	-	-	-
Lincoln,	-	-	157 70	157 70	-	157 70	5,549 55	1,209 21	46 20	-
Littleton,	-	-	124 51	124 51	-	124 51	5,160 69	3,500 00	210 00	263 91
Lowell,	55,151 94	-	18,447 60	73,599 54	-	73,599 54	378,278 35	-	-	-

Malden, . . .	517 11	490 00	7,483 11	8,490 22	-	8,490 22	173,916 34	-	-	-
Marlborough, . .	-	-	2,021 82	2,021 82	-	2,021 82	58,072 00	2,600 00	205 84	-
Maynard, . .	-	-	107 46	107 46	-	107 46	9,472 75	-	-	-
Medford, . .	-	3,951 13	1,854 77	5,805 90	-	5,805 90	102,849 70	-	-	-
Melrose, . . .	-	-	2,681 89	2,681 89	-	2,681 89	77,000 00	-	-	-
Natick, . . .	-	-	5,951 18	5,951 18	-	5,951 18	42,394 50	-	-	-
Newton, . . .	-	7,911 30	-	7,911 30	-	7,911 30	194,837 53	-	-	2,549 94
North Reading, .	-	182 68	93 30	275 98	-	275 98	3,067 81	-	-	-
Pepperell, . .	-	41 40	542 69	584 09	-	584 09	14,907 99	-	-	164 00
Reading, . . .	-	-	-	-	-	-	22,614 55	-	-	53 75
Sherborn, . .	-	-	50 57	50 57	-	50 57	3,521 62	14,665 24	1,192 56	136 47
Shirley, . . .	-	-	167 80	167 80	-	167 80	3,418 20	-	-	170 43
Somerville, . .	51,232 00	21,745 00	-	72,977 00	-	72,977 00	333,380 00	-	-	-
Stoneham, . .	-	-	179 15	179 15	-	179 15	22,696 31	-	-	-
Stow, . . .	-	87 51	86 75	174 26	-	174 26	3,407 15	10,650 00	816 00	127 68
Sudbury, . .	-	181 63	32 01	213 64	-	213 64	6,085 12	1,151 00	46 04	243 39
Tewksbury, . .	-	108 59	478 16	586 75	-	586 75	8,792 76	3,000 00	136 06	56 41
Townsend, . .	-	555 47	420 00	975 47	51 54	923 93	6,264 87	-	-	-
Tyngsborough, .	-	153 15	54 98	208 13	-	208 13	2,998 96	2,279 16	106 35	-
Wakefield, . .	15,000 00	-	1,378 67	16,378 67	-	16,378 67	57,030 73	-	-	-
Waltham, . .	11,007 20	1,491 84	3,655 22	16,154 26	-	16,154 26	97,349 69	-	-	-
Watertown, . .	-	-	3,488 26	3,488 26	-	3,488 26	39,937 08	-	-	-
Wayland, . .	-	-	52 40	52 40	-	52 40	10,354 99	200 00	12 00	131 67
Westford, . .	-	-	509 91	509 91	-	509 91	7,561 43	-	-	-
Weston, . . .	-	4,986 08	1,008 63	5,994 71	-	5,994 71	17,979 22	-	-	-
Wilmington, . .	-	37 21	100 00	137 21	-	137 21	6,254 19	-	-	240 37
Winchester, . .	24,486 04	3,000 00	865 54	28,351 58	-	28,351 58	63,422 44	-	-	129 50
Woburn, . . .	-	642 06	1,503 41	2,145 47	-	2,145 47	56,505 27	-	-	-
Totals, . .	$282,967 66	$95,604 95	$77,486 05	$456,058 66	$68 65	$455,990 01	$2,819,394 81	$96,711 80	$6,061 49	$7,938 09

MIDDLESEX COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Acton,	$404 79	$30 00	-	-	-	-	-	-	-	-
Arlington,	-	94 70	-	-	2	150	-	-	-	-
Ashby,	528 58	-	-	-	-	-	-	-	-	-
Ashland,	404 79	-	-	-	-	-	-	-	-	-
Ayer,	328 58	-	-	-	-	-	-	-	-	-
Bedford,	282 86	125 00	-	-	-	-	-	-	-	-
Belmont,	-	-	1	21	1	27	-	-	$12,000 00	-
Billerica,	328 58	-	-	-	1	40	-	$20,000 00	-	-
Boxborough,	482 86	-	-	-	-	-	-	-	-	-
Burlington,	200 00	-	-	-	-	-	-	-	-	-
Cambridge,	-	3,000 00	-	-	16	3,004	-	50,540 00	-	-
Carlisle,	482 86	-	-	-	-	-	-	-	-	-
Chelmsford,	278 58	-	-	-	-	-	-	-	-	-
Concord,	-	-	-	-	2	30	-	4,000 00	-	-
Dracut,	404 78	-	-	-	-	-	-	-	-	-
Dunstable,	604 78	-	-	-	-	-	-	-	-	-
Everett,	-	-	-	-	2	45	-	2,500 00	-	-
Framingham,	-	-	-	-	-	-	-	-	-	-
Groton,	-	-	2	168	1	8	$95,400 00	-	-	-
Holliston,	328 59	-	-	-	-	-	-	-	-	-
Hopkinton,	328 59	-	-	-	-	-	-	-	-	-
Hudson,	278 59	152 10	-	-	1	40	-	-	-	-
Lexington,	-	-	-	-	3	45	-	1,000 00	-	-
Lincoln,	232 87	-	-	-	-	-	-	-	-	-
Littleton,	504 78	-	-	-	-	-	-	-	-	-
Lowell,	-	-	2	187	11	5,305	14,000 00	2,000 00	115,000 00	$3,000 00

Malden,	-	500 00	-	-	4	1,297	-	5,300 00	125,000 00	-
Marlborough,	-	-	1	224	1	235	2,200 00	313 00	65,000 00	-
Maynard,	278 59	-	-	-	-	-	-	-	-	-
Medford,	-	239 00	-	-	1	6	-	600 00	-	-
Melrose,	-	1,000 00	-	-	1	20	-	-	-	-
Natick,	-	-	-	-	1	47	-	5,000 00	25,000 00	-
Newton,	-	-	3	278	8	250	20,000 00	16,000 00	-	-
North Reading,	528 59	-	-	-	-	-	-	-	-	-
Pepperell,	354 78	-	-	-	-	-	-	-	-	-
Reading,	-	-	-	-	-	-	-	-	-	-
Sherborn,	428 59	-	-	-	1	2	-	45 75	-	-
Shirley,	428 59	-	-	-	-	-	-	-	-	-
Somerville,	-	-	-	-	2	1,632	-	-	-	-
Stoneham,	-	-	-	-	-	-	-	-	-	-
Stow,	428 59	-	-	-	-	-	-	-	-	-
Sudbury,	404 78	-	-	-	-	-	-	-	-	-
Tewksbury,	328 59	-	-	-	-	-	-	-	-	-
Townsend,	328 59	-	-	-	-	-	-	-	-	-
Tyngsborough,	604 78	-	-	-	-	-	-	-	-	-
Wakefield,	-	-	-	-	-	-	-	-	-	-
Waltham,	-	-	1	48	4	1,212	2,256 00	-	-	-
Watertown,	-	-	-	-	1	500	-	-	-	-
Wayland,	328 59	-	-	-	-	-	-	-	-	-
Westford,	404 78	-	-	-	-	-	-	-	-	-
Weston,	-	-	-	-	-	-	-	-	-	-
Wilmington,	404 78	-	-	-	-	-	-	-	-	-
Winchester,	-	-	-	-	2	37	-	1,950 00	-	-
Woburn,	-	-	-	-	1	342	-	-	-	-
Totals,	$11,658 08	$5,140 80	10	926	67	14,274	$133,856 00	$109,248 75	$342,000 00	$3,000 00

NANTUCKET COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Nantucket, . . .	3,006	$3,338,033	11	344	250	414	6	60	244	369	329	.89

NORFOLK COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Avon, ...	1,741	$831,500	7	336	230	346	–	20	203	301	275	.90
Bellingham, . . .	1,682	752,600	8	300	216	325	1	4	227	238	221	.93
Braintree, . . .	5,981	4,638.650	30	1,054	768	1,308	66	73	877	1,140	1,032	.91
Brookline, . . .	19,935	77,952,900	83	3,032	2,151	3,604	330	405	2,374	3,000	2,742	.91
Canton, ...	4,584	3,957,630	18	812	653	682	3	94	393	566	519	.92
Cohasset, . . .	2,759	5,550,262	11	402	315	468	–	57	272	402	378	.94
Dedham, . . .	7,457	8,807,220	37	1,210	866	1,400	8	174	884	1,274	1,199	.94
Dover, ...	656	860,300	5	125	83	108	1	5	82	86	78	.91
Foxborough, . . .	3,266	2,077,914	16	492	394	616	5	66	420	540	503	.93
Franklin, . . .	5,017	3,336,545	16	817	594	673	6	86	386	598	554	.92
Holbrook, . . .	2,229	1,217,680	12	390	291	452	4	36	313	420	387	.92
Hyde Park, . . .	13,244	10,554,250	45	2,054	1,278	1,881	–	222	1,152	1,620	1,512	.93
Medfield, . . .	2,926	1,452.656	8	233	151	284	8	32	177	247	219	.88
Medway, . . .	2,761	1,402,085	13	430	308	551	10	55	381	461	442	.96
Millis, ...	1,053	698,375	5	244	197	234	–	18	181	212	194	.91
Milton, ...	6,578	20,848,999	45	1,198	943	1,288	135	121	726	1,172	1,081	.92
Needham, . . .	4,016	3,406,360	21	592	474	732	7	70	462	662	603	.91
Norfolk, . . .	980	598,715	5	140	115	128	3	14	98	129	116	.90

Norwood, . . .	5,480	4,476,809	29	1,070	989	1,233	-	92	814	1,199	1,100	.92
Quincy, ...	23,899	20,291,376	108	5,099	3,951	5,254	57	320	3,498	4,705	4,403	.94
Randolph, . . .	3,993	1,904,450	16	652	461	731	-	64	453	671	615	.92
Sharon, ...	2,060	1,840,700	9	315	225	299	1	20	202	259	236	.91
Stoughton, . . .	5,442	2,962,416	18	949	685	834	-	76	523	713	655	.92
Walpole, . . .	3,572	2,665,680	17	592	411	648	-	65	441	588	536	.91
Wellesley, . . .	5,072	8,936,675	21	714	513	758	24	93	426	672	617	.92
Westwood, . . .	1,112	1,314,895	6	182	134	192	2	4	129	162	152	.93
Weymouth, . . .	11,324	6,694,088	49	1,955	1,335	2,301	64	236	1,378	2,029	1,959	.96
Wrentham, . . .	2,720	1,519,375	16	445	309	500	1	76	328	437	397	.91
Totals, . . .	151,539	$201,551,105	674	25,834	19,040	27,830	736	2,598	17,800	24,503	22,725	.93

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Nantucket, . .	13	1	12	2	3	$120 00	$33 54	106	10	1	3	101	10	$1,200 00

NORFOLK COUNTY — CONTINUED.

TOWNS AND CITIES.	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Avon, . . .	8	1	8	5	6	$100 00	$38 10	63-5	9-1	1	2	41	9-5	$925 00
Bellingham, . .	8	-	11	4	6	-	39 75	72	9	-	-	-	-	-
Braintree, . .	37	3	40	16	18	87 33	47 75	285-5	9-10	1	5	140	9-14	1,200 00
Brookline, . .	130	11	119	43	43	143 04	62 14	821-14	9-18	1	19	363	9-18	3,500 00
Canton, . . .	21	2	19	6	7	115 00	48 86	180	10	1	3	84	10	1,500 00
Cohasset, . .	14	2	12	2	4	115 00	48 17	110	10	1	3	71	10	1,700 00
Dedham, . . .	40	5	41	20	21	117 50	57 78	336-11	9-9	1	7	196	9-11	2,000 00
Dover, . . .	6	-	6	1	2	-	37 70	45-11	9-2	1	1	16	9-1	418 00
Foxborough, . .	19	2	18	8	5	101 47	46 86	146	9-2	1	3	65	9-10	1,320 00
Franklin, . .	23	3	17	8	9	57 33	40 91	140-2	9-6	1	7	86	9-16	1,800 00
Holbrook, . .	13	1	17	3	4	120 00	38 26	116-9	9-13	1	2	59	9-14	1,200 00
Hyde Park, . .	50	8	42	10	14	122 50	49 52	450	10	1	8	239	10	1,800 00
Medfield, . .	8	1	9	5	6	111 11	47 24	72-9	9	1	1	27	9	1,000 00
Medway, . .	16	2	14	9	9	71 58	35 17	117-13	9-1	1	2	61	9-17	1,000 00
Millis, . . .	6	1	5	4	5	88 40	36 15	43-9	8-14	1	2	11	9-1	800 00
Milton, . . .	58	5	55	19	22	155 00	65 65	413-12	9-4	1	8	152	9-6	2,100 00
Needham, . .	22	3	22	6	8	106 15	48 16	195-17	9-6	1	3	89	9-16	1,370 00
Norfolk, . . .	5	1	4	-	1	40 00	42 00	45	9	1	1	30	9	504 00

Norwood, . .	30	3	35	28	31	107 00	49 80	282	9-15	1	4	68	9-15	1,300 00
Quincy, . . .	120	13	115	38	42	126 15	49 34	1,058-8	9-16	1	12	478	9-16	2,200 00
Randolph, . .	18	3	15	3	3	119 29	44 08	149-8	9-6	1	3	106	9-10	1,400 00
Sharon, . . .	10	1	9	3	7	90 00	43 55	84-2	9-13	1	2	31	9-12	900 00
Stoughton, . .	25	1	25	6	6	150 00	41 00	163	9	1	3	81	10	1,500 00
Walpole, . .	20	1	20	6	9	130 00	43 47	170	10	1	4	100	10	1,300 00
Wellesley, . .	28	1	27	15	15	200 00	52 01	178-11	9-7	1	4	103	10	2,000 00
Westwood, . .	6	-	6	4	4	-	55 00	58-2	9-11	-	-	-	-	-
Weymouth, . .	57	11	50	8	13	86 20	55 00	454-18	9-9	1	8	246	9-13	1,400 00
Wrentham, . .	19	5	18	7	12	64 40	38 13	153	9-17	2	4	106	{10 {10	1,000 00 750 00
Totals, . .	817	90	779	287	332	$112 14	$51 23	6,406-6	9-10	27	121	3,049	9-9	$37,887 00

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Nantucket, . .	$6,276 13	-	$542 84	$100 00	-	$505 90	$424 98	$7,849 85	-	$7,849 85

NORFOLK COUNTY — CONTINUED.

TOWNS AND CITIES.	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.	Total expenditure.	Amount included from other sources.	Amount raised by local taxation.
Avon, . . .	$3,408 38	-	$737 77	$49 13	$70 54	$449 61	$51 50	$4,766 93	$355 51	$4,411 42
Bellingham, . .	3,345 00	$629 50	520 98	12 00	560 02	225 14	122 18	5,414 82	921 46	4,493 36
Braintree, . .	18,104 04	765 00	3,317 57	10 00	1,400 00	1,707 08	435 60	25,739 29	350 00	25,389 29
Brookline, . .	102,069 83	848 00	17,762 58	2,709 92	3,666 65	7,814 39	12,371 02	147,242 39	-	147,242 39
Canton, . . .	12,235 00	238 00	2,182 07	25 00	1,000 00	1,443 73	40 00	17,163 80	43 50	17,120 30
Cohasset, . .	8,445 70	1,774 75	1,483 88	140 00	670 00	536 84	185 82	13,236 99	40 40	13,196 59
Dedham, . .	27,568 74	41 20	5,389 19	100 00	2,100 00	2,677 15	1,961 14	39,837 42	1,499 21	38,338 21
Dover, . . .	2,142 27	349 50	309 02	33 24	300 00	150 72	36 12	3,320 87	1,079 16	2,241 71
Foxborough, .	8,209 86	264 26	1,497 80	162 00	900 00	1,740 33	444 41	13,218 66	1,103 30	12,115 36
Franklin, . .	8,562 50	1,637 50	2,172 05	14 54	1,000 00	1,491 15	355 57	15,233 31	503 00	14,730 31
Holbrook, . .	5,791 38	-	1,334 25	150 00	-	669 05	334 16	8,278 84	400 82	7,878 02
Hyde Park, . .	31,220 74	-	5,510 87	250 00	2,500 00	3,383 11	2,009 91	44,874 63	-	44,874 63
Medfield, . .	4,051 95	58 78	876 79	35 00	600 00	489 45	48 17	6,160 14	1,099 69	5,060 45
Medway, . .	5,451 70	622 16	867 97	240 25	556 00	1,118 94	368 88	9,225 90	938 03	8,287 87
Millis, . . .	2,542 90	383 80	483 96	65 00	100 00	299 79	110 40	3,985 85	660 59	3,325 26
Milton, . . .	38,645 34	2,385 01	7,610 63	-	2,362 50	2,899 33	3,498 19	57,431 00	-	57,431 00
Needham, . .	11,400 00	-	2,903 94	79 50	800 00	1,451 55	332 64	16,967 63	224 75	16,742 88
Norfolk, . .	1,921 00	733 61	464 73	98 00	-	218 02	9 00	3,444 36	504 78	2,939 58

Norwood, . .	15,875 93	617 00	3,757 82	60 00	1,400 00	1,627 70	750 00	24,088 45	-	24,088 45
Quincy, . . .	74,244 11	886 70	12,497 43	625 00	2,400 00	8,523 00	2,363 58	101,539 82	39 82	101,500 00
Randolph, . .	9,812 16	192 50	930 15	263 33	-	1,134 26	568 18	12,900 58	1,200 37	11,700 21
Sharon, . . .	5,064 00	-	1,247 18	36 75	330 00	756 96	93 15	7,528 04	810 69	6,717 35
Stoughton, . .	10,523 50	-	2,002 43	252 50	660 00	1,203 06	938 11	15,579 60	849 63	14,729 97
Walpole, . .	10,121 63	972 75	2,293 80	-	900 00	1,288 85	246 33	15,823 36	1,188 72	14,634 64
Wellesley, . .	17,229 40	-	4,619 62	10 00	1,500 00	2,265 05	1,702 58	27,326 65	95 00	27,231 65
Westwood, . .	4,110 55	448 50	438 25	175 00	-	225 60	122 75	5,520 65	615 94	4,904 71
Weymouth, . .	31,365 88	1,200 00	5,556 04	-	1,400 00	2,686 15	645 82	42,853 89	30 00	42,823 89
Wrentham, . .	8,171 05	480 00	2,050 50	163 50	900 00	764 61	374 27	12,903 93	1,430 36	11,473 57
Totals, . .	$481,634 54	$15,528 52	$90,849 27	$5,759 66	$28,075 71	$49,240 62	$30,519 48	$701,607 80	$15,984 73	$685,623 07

NANTUCKET COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Nantucket, . .	-	$2,087 73	$501 94	$2,589 67	-	$2,589 67	$10,439 52	-	-	$229 20

NORFOLK COUNTY — CONTINUED.

TOWNS AND CITIES.	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.	Total expenditure for school buildings.	Amount derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation for all school purposes.	Principal.	Income.	Dog tax and other income voluntarily appropriated to the public schools.
Avon, ...	-	$46 35	$94 98	$141 33	-	$141 33	$4,552 75	-	-	-
Bellingham, . .	$510 00	-	216 53	726 53	-	726 53	5,219 89	-	-	$419 50
Braintree, . .	7,648 13	514 80	737 89	8,900 82	-	8,900 82	34,290 11	$5,000 00	$350 00	656 50
Brookline, . .	55,702 01	11,353 60	3,956 52	71,012 13	-	71,012 13	218,254 52	-	-	-
Canton, . . .	-	-	870 34	870 34	-	870 34	17,990 64	-	-	478 22
Cohasset, . .	11,020 80	-	602 11	11,622 91	-	11,622 91	24,819 50	1,000 00	40 40	548 56
Dedham, . .	-	-	2,145 14	2,145 14	-	2,145 14	40,483 35	-	-	-
Dover, . . .	-	-	162 11	162 11	-	162 11	2,403 82	-	-	165 79
Foxborough, . .	9,654 44	203 50	897 61	10,755 55	-	10,755 55	22,870 91	-	-	585 00
Franklin, . .	-	-	527 45	527 45	-	527 45	15,257 76	-	-	616 24
Holbrook, . .	-	-	572 73	572 73	-	572 73	8,450 75	-	-	-
Hyde Park, . .	-	-	2,593 20	2,593 20	-	2,593 20	47,467 83	-	-	-
Medfield, . .	-	207 19	-	207 19	-	207 19	5,267 64	3,762 33	138 40	-
Medway, . .	-	-	422 94	422 94	-	422 94	8,710 81	-	-	-
Millis, . . .	-	86 40	78 34	164 74	-	164 74	3,490 00	-	-	-
Milton, . . .	-	6,280 26	1,719 95	8,000 21	-	8,000 21	65,431 21	-	-	-
Needham, . .	-	237 50	258 80	496 30	-	496 30	17,239 18	-	-	-
Norfolk, . . .	-	433 96	126 10	560 06	-	560 06	3,499 64	-	-	128 61

Norwood,	-	-	792 05	792 05	-	792 05	24,880 50	-	-	-
Quincy,	48,000 00	11,500 00	4,414 89	63,914 89	-	63,914 89	165,414 89	1,000 00	40 00	-
Randolph,	-	-	144 69	144 69	-	144 69	11,844 90	13,400 00	853 50	387 10
Sharon,	-	-	246 44	246 44	-	246 44	6,963 79	2,360 00	141 60	-
Stoughton,	-	352 81	453 63	806 44	-	806 44	15,536 41	1,000 00	37 84	-
Walpole,	-	500 00	765 90	1,265 90	-	1,265 90	15,900 54	-	-	352 12
Wellesley,	-	8,142 91	1,017 91	9,160 82	-	9,160 82	36,392 47	-	-	-
Westwood,	-	234 50	166 14	400 64	-	400 64	5,305 35	-	-	-
Weymouth,	10,000 00	-	3,171 68	13,171 68	-	13,171 68	55,995 57	-	-	778 11
Wrentham,	-	-	528 23	528 23	-	528 23	12,001 80	1,818 26	88 08	496 19
Totals,	$142,535 38	$40,093 78	$27,684 30	$210,313 46	-	$210,313 46	$895,936 53	$29,340 59	$1,689 82	$5,611 94

NANTUCKET COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Nantucket,	-	-	-	-	-	-	-	-	$37,000 00	$2,000 00

NORFOLK COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Avon,	$382 86	-	-	-	-	-	-	-	-	-
Bellingham,	504 79	-	-	-	-	-	-	-	-	-
Braintree,	-	-	1	107	1	13	$1,500 00	$400 00	$300,000 00	-
Brookline,	-	-	-	-	2	325	-	5,400 00	-	-
Canton,	-	-	-	-	2	275	-	1,650 00	-	-
Cohasset,	-	-	-	-	-	-	-	-	-	-
Dedham,	-	-	-	-	1	10	-	500 00	-	-
Dover,	504 78	-	-	-	-	-	-	-	-	-
Foxborough,	354 78	-	-	-	-	-	-	-	-	-
Franklin,	-	-	1	142	1	252	5,760 40	-	100,000 00	$5,400 00
Holbrook,	328 59	-	-	-	-	-	-	-	-	-
Hyde Park,	-	-	-	-	4	705	-	-	-	-
Medfield,	328 59	-	-	-	-	-	-	-	-	-
Medway,	328 59	-	-	-	-	-	-	-	-	-
Millis,	428 59	$25 00	-	-	-	-	-	-	-	-
Milton,	-	-	1	113	1	24	18,927 50	1,650 00	-	-
Needham,	-	385 50	-	-	-	-	-	-	-	-
Norfolk,	504 78	-	-	-	-	-	-	-	-	-

Norwood,	-	-	-	-	1	12	-	250 00	-	-
Quincy,	-	-	-	-	4	200	-	12,000 00	376,000 00	18,500 00
Randolph,	282 87	-	-	-	-	-	-	-	-	-
Sharon,	252 39	-	-	-	-	-	-	-	-	-
Stoughton,	232 87	60 00	-	-	1	246	-	-	-	-
Walpole,	278 59	-	-	-	-	-	-	-	-	-
Wellesley,	-	-	1	92	2	138	16,000 00	75,000 00	196,000 00	945 00
Westwood,	328 59	70 00	-	-	-	-	-	-	-	-
Weymouth,	-	-	-	-	-	-	-	-	-	-
Wrentham,	404 78	-	-	-	-	-	-	-	-	-
Totals,	$5,446 44	$540 50	4	454	20	2,200	$42,187 90	$96,850 00	$972,000 00	$24,845 00

PLYMOUTH COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Abington, . . .	4,489	$2,413,897	18	699	547	840	11	66	510	738	690	.93
Bridgewater, . . .	5,806	2,535,742	21	696	457	892	42	86	546	738	685	.93
Brockton, . . .	40,063	27,868,799	164	7,055	5,093	7,179	-	803	4,911	6,486	5,757	.89
Carver, ...	1,104	908,875	9	161	119	187	2	22	121	147	134	.92
Duxbury, . . .	2,075	1,652,851	11	264	203	305	4	32	183	232	206	.89
East Bridgewater, . .	3,025	1,493,066	16	514	475	552	2	59	354	506	476	.94
Halifax, . . .	522	281,727	3	84	56	83	4	6	56	72	65	.90
Hanover, . . .	2,152	1,231,009	11	327	251	335	6	30	215	308	280	.91
Hanson, . . .	1,455	694,731	8	214	144	224	10	5	151	191	170	.89
Hingham, . . .	5 059	4,152,059	22	739	510	823	-	121	498	778	747	.96
Hull, ...	1,703	4,118,111	6	163	126	188	3	6	144	144	135	.94
Kingston, . . .	1,955	1,381,970	10	348	247	388	6	25	262	333	308	.93
Lakeville, . . .	958	550,436	6	153	109	152	3	1	109	111	99	.89
Marion, ...	902	1,373,743	6	141	107	152	-	7	107	130	120	.92
Marshfield, . . .	1,810	1,329,245	11	234	172	310	-	28	191	265	248	.94
Mattapoisett, . . .	1,061	1,516,675	6	154	111	169	-	15	111	137	122	.89
Middleborough, . .	6,885	3,900,798	34	1,009	735	1,197	-	120	786	1,107	1,016	.92
Norwell, . . .	1,560	850,074	9	232	175	282	3	25	208	229	208	.91
Pembroke, . . .	1,240	623,410	7	185	139	197	1	18	144	169	153	.91
Plymouth, . . .	9,592	7,800,815	39	1,482	1,033	1,627	11	128	1,096	1,460	1,346	.92
Plympton, . . .	488	331,087	3	60	46	56	3	3	41	50	40	.81
Rochester, . . .	986	514,919	6	153	116	178	1	11	116	128	111	.87
Rockland, . . .	5,327	3,176,644	24	892	657	1,109	9	139	710	1,053	974	.93
Seituate, . . .	2,470	2,642,700	11	367	257	407	2	46	257	389	358	.92
Wareham, . . .	3,432	2,512,755	22	604	407	630	6	62	407	533	496	.93

West Bridgewater,	1,711	1,252,769	10	302	207	302	1	3	209	263	245	.93
Whitman,	6,155	3,643,840	21	1,044	751	1,213	7	105	768	1,084	1,007	.93
Totals,	113,985	$80,752,747	514	18,276	13,250	19,977	137	1,972	13,211	17,781	16,196	.91

SUFFOLK COUNTY.

Boston,	560,892	$1,129,175,832	1,630	90,144	61,961	90,606	2,296	8,356	50,953	79,854	71,414	.89
Chelsea,	34,072	23,711,750	104	6,023	4,177	5,948	-	572	3,794	5,190	4,803	.93
Revere,	10,395	10,217,460	52	2,097	1,389	2,644	170	86	1,438	2,245	2,026	.90
Winthrop,	6,058	6,998,225	23	987	761	1,015	-	139	570	918	831	.91
Totals,	611,417	$1,170,103,267	1,809	99,251	68,288	100,213	2,466	9,153	56,755	88,207	79,074	.89

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Abington, . .	23	2	24	16	17	$112 00	$50 25	165-15	9-4	1	4	110	9-11	$1,440 00
Bridgewater, . .	28	2	26	25	25	160 00	67 84	193-10	9-4	1	5	96	9-13	1,600 00
Brockton, . .	174	14	160	78	106	139 29	50 87	1,558	9-10	1	20	560	9-10	2,000 00
Carver, . . .	9	4	5	2	3	42 00	32 00	69-1	7-13	1	1	20	10	600 00
Duxbury, . .	12	2	10	2	2	77 50	36 80	93-15	8-10	1*	2	46	10	900 00
East Bridgewater, .	16	1	21	9	11	–	45 08	122-14	8-16	1	2	47	9-11	1,100 00
Halifax, . . .	3	2	6	2	3	50 00	32 00	25-2	8-7	–	–	–	–	–
Hanover, . .	12	1	11	3	7	80 00	35 60	89-11	9-11	1	2	50	9-11	800 00
Hanson, . . .	8	–	8	3	3	–	36 58	70-4	8-15	–	–	–	–	–
Hingham, . .	22	3	22	9	15	120 00	46 31	217-16	9-18	1	5	122	10	1,600 00
Hull, . . .	6	2	4	4	4	75 00	44 00	48	10	–	–	–	–	–
Kingston, . .	12	1	12	6	10	100 00	40 60	86-5	9-10	1	2	56	10	1,000 00
Lakeville, . .	6	–	10	2	2	–	32 77	53-5	8-17	–	–	–	–	–
Marion, . . .	6	–	6	2	2	–	38 33	54	9	–	–	–	–	–
Marshfield, . .	12	2	10	5	5	74 93	35 40	99	9	1	2	56	9	800 00
Mattapoisett, . .	7	1	8	3	4	70 00	35 33	57-10	9-12	1	1	20	10	700 00
Middleborough, .	34	3	35	8	14	106 67	41 27	306	9	1	4	138	9-10	1,700 00
Norwell, . . .	10	2	11	1	2	87 36	34 66	73-11	9-10	1	2	41	9-10	900 00
Pembroke, . .	7	1	6	2	2	53 24	33 78	61-19	8-17	1	1	39	9-5	492 50
Plymouth, . .	44	4	43	9	15	100 00	43 75	380-5	9-15	1	7	138	9-16	1,500 00
Plympton, . .	3	1	2	1	1	48 00	35 00	26-15	8-18	–	–	–	–	–
Rochester, . .	6	–	7	3	4	–	36 33	53-10	8-18	–	–	–	–	–
Rockland, . .	29	6	25	11	11	80 40	43 21	229-18	9-11	1	4	139	9-12	1,400 00
Scituate, . . .	13	1	13	2	3	100 00	40 00	100	9	1	2	61	10	1,000 00
Wareham, . .	22	3	25	5	10	75 00	33 00	176	8-10	1	3	74	10	1,000 00

West Bridgewater, .	10	-	11	8	8	-	43 55	78-3	8-13	1†	7	12	8-12	700 00
Whitman, . .	29	3	30	14	16	103 12	46 31	202-1	9-14	1	4	108	9-18	1,300 00
Totals, . .	563	61	551	235	305	$97 37	$45 12	4,691-10	9-2	20	80	1,933	9-12	$22,532 50

SUFFOLK COUNTY — CONTINUED.

Boston, . . .	1,994	265	1,762	1,273	1,336	$213 61	$69 68	15,730	9-13	12	213	6,524	115-4	$42,000 00
Chelsea, . . .	128	8	125	57	63	160 53	62 74	988	9-10	1	17	431	10	2,500 00
Revere, . . .	52	4	51	33	38	110 00	54 00	520	10	-	-	-	-	-
Winthrop, . .	27	2	25	15	16	151 28	56 62	217-7	9-9	1	4	83	9-9	1,450 00
Totals, . .	2,201	279	1,963	1,378	1,453	$210 15	$68 66	17,455-7	9-12	14	234	7,038	9-12	$45,950 00

* Partridge Academy.

† Howard Seminary.

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Abington,	$13,488 90	$475 00	$1,968 01	$378 75	$1,000 00	$1,524 95	$582 30	$19,417 91	$922 18	$18,495 73
Bridgewater,	19,274 80	713 81	529 59	10 00	1,000 00	835 23	318 68	22,682 11	7,299 27	15,382 84
Brockton,	109,074 29	112 50	20,517 42	1,096 24	3,700 00	7,976 04	3,634 25	146,110 74	-	146,110 74
Carver,	3,046 00	386 00	398 98	225 63	-	378 46	20 00	4,455 07	709 38	3,745 69
Duxbury,	3,479 75	-	357 19	110 08	500 00	401 86	686 25	5,535 13	646 26	4,888 87
East Bridgewater,	6,994 58	490 73	965 18	-	700 00	631 90	351 67	10,134 06	963 61	9,170 45
Halifax,	869 90	433 97	71 53	3 25	50 10	27 90	5 00	1,461 65	461 65	1,000 00
Hanover,	5,090 00	201 30	629 10	81 00	500 00	616 59	256 36	7,374 35	711 04	6,663 31
Hanson,	3,067 00	185 30	164 32	113 50	500 00	294 35	90 66	4,415 13	883 04	3,532 09
Hingham,	13,336 00	961 68	3,218 67	101 00	1,160 00	1,468 18	1,025 22	21,270 75	1,317 30	19,953 45
Hull,	3,197 00	760 00	1,125 28	235 00	220 00	340 02	332 52	6,209 82	-	6,209 82
Kingston,	5,051 50	366 00	952 30	-	250 00	592 65	140 82	7,353 27	511 39	6,841 88
Lakeville,	2,167 50	349 25	130 80	98 00	-	121 40	6 15	2,873 10	876 55	1,996 55
Marion,	1,931 50	-	488 11	137 50	750 00	250 05	20 00	3,577 16	229 59	3,347 57
Marshfield,	4,547 81	1,590 57	453 32	130 50	500 00	445 32	315 81	7,983 33	841 15	7,142 18
Mattapoisett,	2,885 30	440 50	772 08	114 00	300 00	166 17	114 70	4,792 75	855 08	3,937 67
Middleborough,	14,445 10	1,875 54	2,350 07	169 25	1,700 00	1,612 76	438 50	22,591 22	-	22,591 22
Norwell,	3,855 82	1,028 57	468 22	175 50	500 00	446 92	41 50	6,516 53	1,024 78	5,491 75
Pembroke,	2,340 60	69 93	181 40	145 08	-	185 84	-	2,922 85	326 87	2,595 98
Plymouth,	22,613 95	655 80	4,660 21	100 00	2,000 00	3,021 81	395 75	33,447 52	18 25	33,429 27
Plympton,	1,136 67	50 00	74 93	55 00	-	90 29	-	1,406 89	432 00	974 89
Rochester,	2,085 00	-	171 92	107 35	-	337 78	13 89	2,715 94	826 49	1,889 45
Rockland,	14,419 00	-	2,464 60	223 75	1,000 00	1,652 76	1,298 63	21,058 74	796 55	20,262 19
Scituate,	5,658 35	1,146 30	1,011 70	141 00	500 00	332 98	207 25	8,997 58	733 54	8,264 04
Wareham,	6,418 44	-	1,242 41	393 25	525 00	1,363 07	332 78	10,274 95	205 52	10,069 43

West Bridgewater,	4,187 70	427 50	387 02	19 50	500 00	237 77	66 70	5,826 19	794 02	5,032 17
Whitman, . .	14,704 00	-	3,384 07	288 75	1,000 00	1,566 39	2,088 42	23,031 63	528 00	22,503 63
Totals, . .	$289,366 46	$12,720 25	$49,138 43	$4,652 88	$18,855 10	$26,919 44	$12,783 81	$414,436 37	$22,913 51	$391,522 86

SUFFOLK COUNTY — CONTINUED.

Boston, . . .	$2,184,253 43	$1,851 29	$253,913 46	$56,698 38	$26,470 50	$85,899 01	$67,012 63	$2,676,098 70	$59,997 16	$2,616,101 54
Chelsea, . .	88,660 05	-	11,496 64	1,875 00	2,500 00	5,254 23	6,017 38	115,803 30	5,957 50	109,845 80
Revere, . . .	35,708 50	-	3,297 50	215 25	2,000 00	3,737 56	3,488 21	48,447 02	-	48,447 02
Winthrop, . .	18,607 83	-	3,672 18	175 00	-	2,619 69	896 11	25,970 81	-	25,970 81
Totals, . .	$2,327,229 81	$1,851 29	$272,379 78	$58,963 63	$30,970 50	$97,510 49	$77,414 33	$2,866,319 83	$65,954 66	$2,800,365 17

PLYMOUTH COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Abington,	-	-	$914 21	$914 21	-	$914 21	$19,409 94	-	-	-
Bridgewater,	-	-	967 63	967 63	-	967 63	16,350 47	$6,300 00	$350 59	$475 46
Brockton,	$39,000 00	-	9,000 00	48,000 00	-	48,000 00	194,110 74	-	-	1,697 27
Carver,	693 44	-	290 82	984 26	-	984 26	4,729 95	7,000 00	315 00	163 87
Duxbury,	-	-	290 98	290 98	-	290 98	5,179 85	-	-	290 68
East Bridgewater,	-	$3,197 37	392 54	3,589 91	-	3,589 91	12,760 36	-	-	389 76
Halifax,	-	-	-	-	-	-	1,000 00	-	-	128 97
Hanover,	-	171 88	322 83	494 71	-	494 71	7,158 02	-	-	228 19
Hanson,	-	-	167 27	167 27	-	167 27	3,699 36	-	-	74 16
Hingham,	-	-	389 35	389 35	-	389 35	20,342 80	1,000 00	40 40	518 31
Hull,	-	2,050 00	33 51	2,083 51	-	2,083 51	8,293 33	-	-	-
Kingston,	2,214 39	-	522 41	2,736 80	-	2,736 80	9,578 68	-	-	169 19
Lakeville,	-	-	53 91	53 91	-	53 91	2,050 46	-	-	215 71
Marion,	-	-	299 70	299 70	-	299 70	3,647 27	-	-	181 23
Marshfield,	-	-	210 56	210 56	-	210 56	7,352 74	-	-	335 26
Mattapoisett,	-	-	101 50	101 50	-	101 50	4,039 17	9,832 00	349 56	-
Middleborough,	-	608 30	754 99	1,363 29	-	1,363 29	23,954 51	-	-	-
Norwell,	-	408 95	184 41	593 36	-	593 36	6,085 11	-	-	294 47
Pembroke,	-	-	197 69	197 69	-	197 69	2,793 67	-	-	101 58
Plymouth,	6,641 15	2,248 56	-	8,889 71	-	8,889 71	42,318 98	365 50	18 25	-
Plympton,	-	4 75	13 55	18 30	-	18 30	993 19	-	-	85 85
Rochester,	-	-	113 70	113 70	-	113 70	2,003 15	6,000 00	354 52	237 54
Rockland,	-	187 71	525 62	713 33	-	713 33	20,975 52	-	-	-
Scituate,	-	-	330 69	330 69	-	330 69	8,594 73	-	-	250 22
Wareham,	-	-	365 71	365 71	-	365 71	10,435 14	-	-	493 87

West Bridgewater, .	-	80 04	330 66	410 70	-	410 70	5,442 87	-	-	-
Whitman, . .	-	-	1,064 32	1,064 32	-	1,064 32	23,567 95	-	-	460 01
Totals, . .	$48,548 98	$8,957 56	$17,838 56	$75,345 10	-	$75,345 10	$466,867 96	$30,497 50	$1,428 32	$6,791 60

SUFFOLK COUNTY — CONTINUED.

Boston, . . .	$737,183 81	$299,248 46	-	$1,036,432 27	-	$1,036,432 27	$3,652,533 81	$122,075 00	$5,123 31	$52,643 41
Chelsea, . . .	-	-	$3,416 37	3,416 37	-	3,416 37	113,262 17	-	-	-
Revere, . . .	40,000 00	-	-	40,000 00	-	40,000 00	88,447 02	-	-	1,034 07
Winthrop, . .	-	-	1,465 60	1,465 60	-	1,465 60	27,436 41	-	-	413 20
Totals, . .	$777,183 81	$299,248 46	$4,881 97	$1,081,314 24	-	$1,081,314 24	$3,881,679 41	$122,075 00	$5,123 31	$54,090 68

PLYMOUTH COUNTY — CONCLUDED.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Abington,	$278 58	-	-	-	-	-	-	-	-	-
Bridgewater,	278 58	-	-	-	-	-	-	-	-	-
Brockton,	-	-	-	-	6	774	-	$860 00	-	-
Carver,	428 58	-	-	-	-	-	-	-	-	-
Duxbury,	282 87	-	1	44	1	36	-	4,800 00	$23,500 00	$1,000 00
East Bridgewater,	404 78	-	-	-	-	-	-	-	-	-
Halifax,	482 87	-	-	-	-	-	-	-	-	-
Hanover,	328 58	-	-	-	-	-	-	-	-	-
Hanson,	428 58	-	-	-	-	-	-	-	-	-
Hingham,	-	-	1	35	-	-	$554 00	-	27,655 60	1,606 45
Hull,	-	-	-	-	-	-	-	-	-	-
Kingston,	404 78	$50 00	-	-	-	-	-	-	-	-
Lakeville,	528 59	-	-	-	-	-	-	-	-	-
Marion,	100 00	-	-	-	-	-	-	-	-	-
Marshfield,	328 59	-	-	-	-	-	-	-	-	-
Mattapoisett,	328 59	80 00	-	-	-	-	-	-	-	-
Middleborough,	-	-	1	12	-	-	-	-	37,000 00	-
Norwell,	504 78	-	-	-	-	-	-	-	-	-
Pembroke,	382 87	-	-	-	-	-	-	-	-	-
Plymouth,	-	-	-	-	-	-	-	-	-	-
Plympton,	300 00	-	-	-	-	-	-	-	-	-
Rochester,	482 87	-	-	-	-	-	-	-	-	-
Rockland,	-	-	-	-	-	-	-	-	-	-
Scituate,	232 87	-	-	-	-	-	-	-	-	-
Wareham,	232 87	-	-	-	-	-	-	-	-	-

West Bridgewater,	404 78	-	-	-	1	40	-	3,500 00	155,175 66	5,688 50
Whitman.	-	-	-	-	-	-	-	-	-	-
Totals,	$7,145 01	$130 00	3	91	8	850	$554 00	$9,160 00	$243,331 26	$8,294 95

SUFFOLK COUNTY — CONCLUDED.

Boston,	-	-	4	453	96	20,130	$30,800 00	$370,665 24	$267,000 00	$13,000 00
Chelsea,	-	-	-	-	2	934	-	-	-	-
Revere,	-	$100 00	-	-	-	-	-	-	-	-
Winthrop,	-	-	-	-	-	-	-	-	-	-
Totals,	-	$100 00	4	453	98	21,064	$30,800 00	$370,665 24	$267,000 00	$13,000 00

WORCESTER COUNTY.

TOWNS AND CITIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Ashburnham, . . .	1,882	$961,455	13	388	287	428	2	51	287	369	346	.94
Athol, ...	7,061	4,161,080	24	1,107	779	1,100	-	111	784	964	897	.93
Auburn, . . .	1,621	647,400	9	306	221	329	7	7	240	262	236	.90
Barre, ...	2,059	1,451,780	13	332	222	396	-	61	249	319	302	.95
Berlin, ...	1,003	509,196	5	167	125	135	-	-	102	111	103	.93
Blackstone, . . .	5,721	2,673,850	23	981	648	1,049	-	34	724	900	807	.90
Bolton, ...	770	483,852	4	110	82	133	-	15	86	108	98	.91
Boylston, . . .	1,364	422,836	5	119	83	135	2	6	76	90	82	.91
Brookfield, . . .	3,062	1,397,612	17	511	425	575	4	49	367	489	449	.92
Charlton, . . .	1,860	942,480	14	316	215	352	12	5	253	292	251	.86
Clinton, ...	13,667	7,511,199	47	2,441	1,687	2,164	-	214	1,687	1,960	1,839	.94
Dana, ...	790	306,626	5	123	95	122	2	3	90	100	91	.91
Douglas, . . .	2,113	1,053,655	10	304	224	383	8	18	291	282	243	.86
Dudley, ...	3,553	1,132,184	14	682	537	473	20	26	281	379	355	.93
Fitchburg, . . .	31,531	23,439,892	107	6,036	4,241	4,363	16	385	2,677	3,753	3,553	.94
Gardner, . . .	10,813	5,416,090	43	1,950	1,434	1,954	16	156	1,327	1,756	1,597	.91
Grafton, . . .	4,869	2,405,750	24	893	599	904	9	27	678	785	707	.90
Hardwick, . . .	3,203	1,562,490	15	526	394	413	3	21	293	358	319	.89
Harvard, . . .	1,139	970,399	7	152	111	161	3	4	103	130	119	.92
Holden, ...	2,464	1,293,573	16	482	343	468	-	7	392	416	378	.91
Hopedale, . . .	2,087	4,192,333	8	253	165	265	27	35	160	225	210	.93
Hubbardston, . .	1,227	639,125	8	209	149	219	1	18	145	189	174	.92
Lancaster, . . .	2,478	3,101,312	12	437	345	424	15	27	362	403	364	.90
Leicester, . . .	3,416	2,720,879	16	607	423	688	10	14	430	583	513	.88
Leominster, . . .	12,392	7,306,945	46	2,037	1,457	2,198	23	197	1,405	1,961	1,816	.93
Lunenburg, . . .	1,332	927,984	8	224	176	232	5	18	162	193	175	.91
Mendon, . . .	911	538,797	6	143	100	169	3	21	97	133	122	.91

Milford, ...	11,376	5,696,060	36	1,688	1,147	1,609	6	185	990	1,429	1,358	.95
Millbury, . . .	4,460	2,240,813	19	861	645	907	9	68	595	754	694	.92
New Braintree, . .	500	405,830	3	81	57	94	2	8	57	69	65	.94
Northborough, . .	2,164	1,274,147	9	364	254	445	1	48	282	363	316	.87
Northbridge, . . .	7,036	3,425,810	29	1,255	937	1,357	2	73	899	1,102	1,034	.94
North Brookfield, . .	4,587	1,827,473	19	944	590	746	-	84	427	635	593	.94
Oakham, . . .	588	317,710	5	88	59	98	-	8	65	82	77	.93
Oxford, ...	2,677	1,431,613	13	496	359	527	6	39	383	430	385	.90
Paxton, ...	459	304,575	3	83	67	70	1	-	60	62	52	.85
Petersham, . . .	853	636,819	5	109	82	106	1	2	77	103	94	.91
Phillipston, . . .	441	275,009	3	67	53	73	3	5	47	54	42	.78
Princeton, . . .	975	839,353	10	128	91	158	1	23	110	127	117	.92
Royalston, . . .	958	480,332	7	173	120	167	6	5	116	128	111	.87
Rutland, . . .	1,334	613,256	7	207	128	221	-	12	192	199	179	.90
Shrewsbury, . . .	1,626	1,154,201	10	241	177	286	2	34	185	253	226	.89
Southborough, . .	1,921	1,451,559	9	293	204	316	2	32	203	275	245	.89
Southbridge, . . .	10,025	4,000,895	29	2,065	1,460	1,198	32	123	692	903	826	.91
Spencer, ...	7,627	3,475,700	39	1,522	1,087	1,267	69	144	803	1,128	1,065	.94
Sterling, . . .	1,420	897,440	9	213	137	241	8	26	165	212	194	.91
Sturbridge, . . .	2,058	944,766	12	365	268	329	1	5	247	278	252	.90
Sutton, ...	3,328	1,184,925	17	627	431	621	11	31	401	419	366	.87
Templeton, . . .	3,489	1,322,568	17	594	414	621	5	49	430	499	448	.90
Upton, ...	1,937	1,283,626	8	285	201	336	5	50	223	306	281	.92
Uxbridge, . . .	3,599	2,264,050	17	649	453	688	20	48	573	570	521	.91
Warren, ...	4,417	1,744,522	22	787	525	873	11	79	646	795	735	.92
Webster, . . .	8,804	4,974,105	22	1,601	1,196	880	1	78	625	667	624	.93
Westborough, . .	5,400	2,939,469	15	677	495	766	5	84	473	673	631	.94
West Boylston, . .	2,314	900,886	14	417	236	560	5	48	378	443	409	.92
West Brookfield, . .	1,448	779,308	7	217	145	215	2	5	154	197	182	.92
Westminster, . . .	1,327	720,483	11	191	134	208	2	22	137	179	162	.91
Winchendon, . .	5,001	2,614,354	22	954	669	1,002	8	99	669	824	757	.92
Worcester, . . .	118,421	112,043,973	466	20,296	14,705	21,049	594	1,715	13,965	17,516	15,836	.90
Totals, . . .	346,958	$242,636,404	1,433	60,374	43,093	58,266	1,009	4,762	39,017	49,184	45,023	.92

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	TEACHERS AND TEACHERS' WAGES.							LENGTH OF SCHOOLING.		HIGH SCHOOLS.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Length of schooling.	Principal's salary.
Ashburnham, . .	13	1	16	6	7	$158 00	$34 00	105-5	8	1	15	65	9-10	$1,500 00
Athol, . . .	28	1	29	5	6	180 00	51 70	212-2	9-4	1	5	118	9-16	1,800 00
Auburn, . . .	9	-	10	2	3	-	40 80	77	8-11	-	-	-	-	-
Barre, . . .	13	3	18	13	15	77 49	42 55	95	8-12	1	3	58	10	1,200 00
Berlin, . . .	5	-	6	1	2	-	35 20	42-7	8-9	-	-	-	-	-
Blackstone, . .	29	1	28	-	1	115 00	40 72	230	10	1	3	66	10	1,150 00
Bolton, . . .	4	-	7	2	2	-	38 40	36-14	9-3	1	1	28	9-18	500 00
Boylston, . .	5	-	6	-	2	-	37 50	45	9	-	-	-	-	-
Brookfield, . .	20	2	20	2	3	79 00	37 76	150	8-16	1	2	26	10	1,100 00
Charlton, . .	14	1	14	1	2	28 00	40 28	108	7-14	-	-	-	-	-
Clinton, . . .	52	3	49	7	18	130 00	55 15	390-12	9-6	1	6	214	9-6	1,600 00
Dana, . . .	5	1	4	-	-	32 00	38 00	45	9	-	-	-	-	-
Douglas, . . .	10	1	10	2	4	90 00	35 66	89	8-18	1	1	23	10	900 00
Dudley, . . .	17	3	16	5	7	90 00	35 08	136	9-1	1	3	29	10	1,500 00
Fitchburg, . .	124	12	120	37	52	120 00	52 00	1,016	9-15	1	24	567	9-15	2,400 00
Gardner, . . .	48	4	44	21	21	102 50	41 56	318-16	9-1	1	9	171	9-15	1,700 00
Grafton, . . .	25	1	29	11	11	157 81	43 12	206-1	8-11	1	3	77	9-7	1,500 00
Hardwick, . .	16	1	20	10	14	80 00	34 80	134-3	8-12	1	2	23	9-16	800 00
Harvard, . .	7	-	8	2	2	-	38 80	62-13	8-19	-	-	-	-	-
Holden, . . .	16	1	23	8	10	48 00	36 50	141	8-15	1	2	42	9-15	1,000 00
Hopedale, . .	11	1	10	7	8	110 00	55 11	74	9-5	1	2	36	10	1,100 00
Hubbardston, . .	8	1	8	3	5	60 00	34 00	68	8-10	1	1	24	8-10	510 00
Lancaster, . .	15	1	14	4	7	160 00	52 55	104-15	9-10	1	3	77	10	1,600 00
Leicester, . .	21	3	19	10	13	140 00	41 96	144	9	1*	3	49	10	1,400 00
Leominster, . .	57	6	55	19	28	103 90	43 80	393	9-6	1	8	188	9-8	2,000 00
Lunenburg, . .	9	2	9	9	9	56 50	36 44	64-15	8-9	1	1	32	10	750 00
Mendon, . . .	6	1	7	-	-	60 00	38 40	55	9-5	1	1	28	10	600 00

Milford,	42	4	41	11	17	107 89	46 68	316-5	8-15	1	5	148	9-10	1,500 00
Millbury,	25	5	22	11	14	89 33	43 50	172	9-1	1	3	105	10	1,400 00
New Braintree,	3	–	4	1	3	–	38 19	25-10	8-10	–	–	–	–	–
Northborough,	12	1	12	9	11	105 28	39 81	79-19	8-18	1	2	50	9-10	1,000 00
Northbridge,	34	1	42	19	19	150 00	45 51	275-15	9-10	1	4	69	10	1,500 00
North Brookfield,	21	1	20	2	3	120 00	38 68	171-10	9-10	1	3	68	10	1,200 00
Oakham,	5	–	9	2	4	–	33 33	40	8	–	–	–	–	–
Oxford,	14	3	13	4	7	70 67	37 10	118	9-1	1	2	66	10	1,000 00
Paxton,	3	1	4	1	1	50 00	36 50	25-10	8-10	–	–	–	–	–
Petersham,	6	–	6	3	4	–	36 00	48	8	–	–	–	–	–
Phillipston,	3	–	4	1	2	–	40 00	27	9	–	–	–	–	–
Princeton,	8	–	13	2	3	–	32 67	56	8	1	2	18	9	600 00
Royalston,	7	–	12	4	6	–	33 03	56	8	–	–	–	–	–
Rutland,	7	2	9	2	2	52 00	37 50	56	8	1	2	40	8	416 00
Shrewsbury,	11	–	14	–	4	–	40 00	87-8	8-14	1	2	49	9-5	760 00
Southborough,	9	1	8	3	7	115 80	44 16	79-13	8-17	1	2	47	9-5	1,100 00
Southbridge,	37	2	38	6	12	105 62	43 05	240-10	9-5	1	4	111	9-9	1,457 50
Spencer,	45	3	45	12	21	72 67	42 13	360-19	9-5	1	5	113	9-13	1,300 00
Sterling,	11	1	13	3	5	72 00	34 00	70-5	8-4	1	2	52	9-10	720 00
Sturbridge,	12	–	16	–	1	–	35 11	100-5	8-7	–	–	–	–	–
Sutton,	17	–	19	7	9	–	35 26	152-15	8-18	1	1	33	9	600 00
Templeton,	18	1	18	3	4	75 00	39 56	148-4	8-14	2	3	62	10 10	700 00 500 00
Upton,	10	1	9	7	7	100 00	38 07	68-10	8-10	1	3	73	8-19	900 00
Uxbridge,	20	1	19	3	6	150 00	39 38	144	8-8	1	2	56	10	1,500 00
Warren,	24	4	23	15	16	76 57	39 13	195-16	8-18	1	3	68	9-6	1,200 00
Webster,	24	5	31	14	14	89 00	43 66	220	10	1	3	82	10	1,800 00
Westborough,	20	1	20	7	9	120 00	48 04	131-2	8-15	1	4	77	9-13	1,200 00
West Boylston,	16	1	20	8	15	104 71	40 03	117-14	9-1	1	3	45	9-11	1,000 00
West Brookfield,	7	–	11	5	10	–	37 14	62	8-17	–	–	–	–	–
Westminster,	11	–	13	4	5	–	32 73	75	7-10	1	1	24	9	540 00
Winchendon,	27	2	29	5	7	175 00	43 13	198-5	9	1	5	123	10	2,200 00
Worcester,	541	61	521	411	436	127 10	58 97	4,660	10	2	67	1,854	10 10	3,000 00 3,000 00
Totals,	1,637	153	1,677	772	936	$110 95	$47 87	13,123-18	9-3	47	231	5,374	9-12	$58,703 50

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* Leicester Academy.

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	Expenditures for the Support of Public Schools.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Ashburnham,	$4,738 50	$89 30	$374 74	$154 50	-	$452 94	$114 91	$5,924 89	$428 58	$5,496 31
Athol,	13,214 15	872 80	2,585 89	30 00	$1,710 00	1,193 74	858 12	20,464 70	648 80	19,815 90
Auburn,	3,961 00	-	406 49	133 00	-	227 22	35 00	4,762 71	504 79	4,257 92
Barre,	5,594 00	762 25	923 23	103 20	573 48	681 49	303 54	8,941 19	1,117 72	7,823 47
Berlin,	2,310 30	253 25	191 25	70 00	227 28	88 79	29 70	3,170 57	1,586 98	1,583 59
Blackstone,	11,856 20	295 40	1,613 12	60 00	888 88	449 95	454 86	15,618 41	419 26	15,199 15
Bolton,	1,760 00	1,322 50	288 36	56 50	327 86	195 40	32 50	3,983 12	1,482 72	2,500 40
Boylston,	1,799 80	141 00	201 58	68 00	267 86	126 15	-	2,604 39	751 79	1,852 60
Brookfield,	7,555 20	317 48	1,218 30	170 00	750 00	621 53	64 66	10,697 17	1,077 78	9,619 39
Charlton,	3,795 92	72 50	454 77	200 87	-	369 31	20 00	4,913 37	468 58	4,444 79
Clinton,	26,968 60	-	6,124 30	-	1,800 00	5,611 59	3,113 52	43,618 01	-	43,618 01
Dana,	1,879 66	-	132 60	115 25	-	137 99	5 00	2,270 50	1,126 38	1,144 12
Douglas,	3,901 50	637 00	773 26	165 00	-	381 48	191 86	6,050 10	385 06	5,665 04
Dudley,	5,486 00	121 50	701 84	90 00	480 00	578 44	113 45	7,571 23	797 78	6,773 45
Fitchburg,	79,995 83	923 00	14,627 10	1,510 00	2,700 00	5,554 41	5,849 07	111,159 41	568 00	110,591 41
Gardner,	23,967 50	810 00	4,922 79	68 79	2,000 00	4,220 30	1,118 01	37,107 39	-	37,107 39
Grafton,	11,508 03	2,296 25	3,328 75	244 86	1,200 00	1,090 14	151 89	19,819 92	1,342 28	18,477 64
Hardwick,	6,147 74	392 85	553 29	29 40	617 64	641 18	78 16	8,460 26	923 28	7,536 98
Harvard,	2,661 00	699 20	293 00	105 00	491 78	379 21	159 43	4,788 62	906 57	3,882 05
Holden,	6,767 34	182 00	1,568 85	114 00	664 58	486 77	81 40	9,864 94	1,243 78	8,621 16
Hopedale,	6,717 50	332 50	1,445 87	-	558 35	769 69	706 91	10,530 82	416 67	10,114 15
Hubbardston,	2,779 00	763 00	284 00	127 00	300 00	226 00	34 00	4,513 00	911 00	3,602 00
Lancaster,	7,161 50	698 80	724 25	300 00	-	781 94	255 21	9,921 70	-	9,921 70
Leicester,	9,691 83	803 25	1,185 48	288 08	318 70	588 02	351 91	13,227 27	278 59	12,948 68
Leominster,	25,820 60	1,523 00	8,154 12	698 70	2,000 00	4,682 21	590 00	43,468 63	639 20	42,829 43
Lunenburg,	2,750 27	99 76	472 11	130 71	562 17	383 83	35 00	4,433 85	416 67	4,017 18
Mendon,	2,252 50	358 00	311 75	21 75	560 02	186 58	123 25	3,813 85	956 44	2,857 41

Milford, . .	18,791 01	181 75	2,695 53	40 00	1,700 00	2,398 47	2,043 89	27,850 65	-	27,850 65
Millbury, . .	10,078 00	56 19	2,040 60	163 00	720 00	1,162 27	915 97	15,136 03	869 09	14,266 94
New Braintree, .	975 50	505 00	171 49	23 00	465 00	137 63	109 72	2,387 34	983 79	1,403 55
Northborough, .	5,605 12	955 80	1,041 22	96 50	409 08	744 79	136 08	8,988 59	1,005 68	7,982 91
Northbridge, . .	16,877 39	484 00	3,282 00	-	600 00	1,472 05	480 87	23,196 31	-	23,196 31
North Brookfield, .	8,720 35	1,264 75	1,356 95	185 81	750 00	924 91	103 24	13,306 01	1,507 22	11,798 79
Oakham, . .	1,310 00	82 50	182 42	106 75	175 00	137 05	78 57	2,072 29	779 28	1,293 01
Oxford, . . .	5,512 00	99 00	1,078 26	175 00	400 00	543 80	242 86	8,050 92	717 28	7,333 64
Paxton, . . .	1,390 00	457 00	350 74	75 00	75 00	86 62	25 05	2,459 41	768 59	1,690 82
Petersham, . .	2,162 59	590 42	241 23	40 00	308 87	164 74	72 39	3,580 24	707 13	2,873 11
Phillipston, . .	1,042 50	216 00	65 00	47 00	150 00	110 78	-	1,631 28	902 89	728 39
Princeton, . .	2,965 08	320 00	365 01	85 00	300 00	317 68	14 49	4,367 26	678 59	3,688 67
Royalston, . .	2,057 00	57 00	188 35	86 00	300 00	162 03	32 18	2,882 56	1,323 20	1,559 36
Rutland, . .	2,287 20	750 00	543 11	116 20	150 00	252 97	55 10	4,154 58	740 89	3,413 69
Shrewsbury, . .	4,440 20	218 00	604 65	135 00	454 56	334 91	528 01	6,715 33	767 39	5,947 94
Southborough, .	4,644 61	1,394 00	795 55	-	409 08	453 57	372 06	8,068 87	700 08	7,368 79
Southbridge, . .	16,014 25	233 25	3,379 94	85 25	1,450 02	1,574 97	1,084 53	23,822 21	288 43	23,533 78
Spencer, . .	19,172 34	438 50	5,407 16	52 75	1,390 00	1,746 67	486 66	28,694 08	42 00	28,652 08
Sterling, . .	3,635 92	526 25	346 11	68 37	600 00	508 32	28 24	5,713 21	1,651 60	4,061 61
Sturbridge, . .	3,524 10	1,087 35	524 87	54 80	620 00	375 71	323 32	6,510 15	734 01	5,776 14
Sutton, . . .	5,357 26	148 00	936 35	35 00	-	694 37	-	7,170 98	560 80	6,610 18
Templeton, . .	6,466 38	648 00	1,407 82	105 00	750 00	757 46	45 00	10,179 66	1,351 78	8,827 88
Upton, . . .	4,241 82	720 00	1,059 05	41 50	400 00	562 16	96 45	7,120 98	810 59	6,310 39
Uxbridge, . .	7,853 84	368 10	1,887 58	15 00	300 00	658 98	777 32	11,860 82	-	11,860 82
Warren, . .	10,927 61	1,021 55	2,248 84	20 25	1,200 00	1,480 66	639 52	17,538 43	1,763 67	15,774 76
Webster, . .	12,937 50	23 00	1,320 00	200 00	800 00	1,036 26	1,838 51	18,155 27	-	18,155 27
Westborough, .	9,307 35	2,061 60	1,691 38	27 50	600 00	1,050 83	581 33	15,319 99	294 30	15,025 69
West Boylston, .	6,374 13	119 00	671 25	159 65	853 35	470 51	215 09	8,862 98	450 00	8,412 98
West Brookfield, .	2,584 24	921 05	424 60	37 50	465 00	247 44	572 94	5,252 77	939 78	4,312 99
Westminster, .	3,087 60	494 00	392 36	63 75	600 00	306 80	129 14	5,073 65	1,041 39	4,032 26
Winchendon, .	14,060 71	308 82	3,385 06	308 89	1,066 56	1,554 67	938 67	21,623 38	9,383 46	12,239 92
Worcester, . .	386,076 50	430 00	74,486 37	5,572 50	4,000 00	27,371 60	4,554 09	502,491 06	3,873 97	498,617 09
Totals, . .	$883,521 57	$31,946 47	$168,431 94	$13,276 58	$41,460 12	$80,907 98	$32,392 65	$1,251,937 31	$55,035 58	$1,196,901 73

WORCESTER COUNTY — CONTINUED.

TOWNS AND CITIES.	EXPENDITURES FOR SCHOOL BUILDINGS.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	LOCAL FUNDS WHOSE INCOME MUST BE APPROPRIATED TO THE PUBLIC SCHOOLS.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Ashburnham,	-	-	$213 20	$213 20	-	$213 20	$5,709 51	-	-	-
Athol,	-	$2,981 59	223 47	3,205 06	-	3,205 06	23,020 96	-	-	-
Auburn,	-	-	197 57	197 57	-	197 57	4,455 49	-	-	$274 69
Barre,	-	-	498 91	498 91	-	498 91	8,322 38	-	-	403 62
Berlin,	-	-	162 55	162 55	-	162 55	1,746 14	$1,500 00	$70 59	73 53
Blackstone,	-	-	750 69	750 69	-	750 69	15,949 84	-	-	-
Bolton,	-	-	63 29	63 29	-	63 29	2,563 69	12,000 00	558 07	-
Boylston,	-	-	84 89	84 89	-	84 89	1,937 49	-	-	-
Brookfield,	-	1,050 00	403 02	1,453 02	-	1,453 02	11,072 41	-	-	406 89
Charlton,	$867 30	207 70	102 05	1,177 05	-	1,177 05	5,621 84	3,035 00	121 40	415 02
Clinton,	45,000 00	-	1,679 95	46,679 95	-	46,679 95	90,297 96	-	-	-
Dana,	-	-	104 09	104 09	-	104 09	1,248 21	-	-	144 12
Douglas,	-	-	-	-	-	-	5,665 04	941 33	56 48	-
Dudley,	-	-	283 17	283 17	-	283 17	7,056 62	-	-	239 84
Fitchburg,	10,426 86	10,110 00	4,534 54	25,071 40	-	25,071 40	135,662 81	-	-	-
Gardner,	-	-	1,135 10	1,135 10	-	1,135 10	38,242 49	-	-	-
Grafton,	-	-	1,535 17	1,535 17	-	1,535 17	20,012 81	1,000 00	50 00	-
Hardwick,	5,193 20	-	364 64	5,557 84	$750 00	4,807 84	12,344 82	200 00	12 00	1,740 89
Harvard,	-	-	61 43	61 43	-	61 43	3,943 48	-	-	-
Holden,	-	-	227 33	227 33	-	227 33	8,848 49	3,666 66	202 00	295 28
Hopedale,	-	7,024 33	597 28	7,621 61	-	7,621 61	17,735 76	-	-	-
Hubbardston,	-	-	186 00	186 00	-	186 00	3,788 00	1,200 00	72 00	-
Lancaster,	-	-	177 24	177 24	-	177 24	10,098 94	-	-	-
Leicester,	-	285 34	250 66	536 00	536 00	-	12,948 68	-	-	657 85
Leominster,	23,832 65	1,608 12	1,479 10	26,919 87	-	26,919 87	69,749 30	13,000 00	570 00	-
Lunenburg,	-	-	199 22	199 22	-	199 22	4,216 40	-	-	-
Mendon,	1,881 03	107 30	201 43	2,189 76	-	2,189 76	5,047 17	-	-	172 84

Milford, . . .	-	2,401 78	-	2,401 78	-	2,401 78	30,252 43	-	-	-
Millbury, . .	10,000 00	1,991 91	235 12	12,227 03	57 00	12,170 03	26,436 97	-	-	-
New Braintree, .	-	-	24 00	24 00	-	24 00	1,427 55	-	-	82 89
Northborough, .	-	-	409 19	409 19	-	409 19	8,392 10	5,400 00	260 00	-
Northbridge, . .	-	649 85	1,026 90	1,676 75	-	1,676 75	24,873 06	-	-	558 28
North Brookfield, .	-	418 72	334 45	753 17	-	753 17	12,551 96	-	-	513 63
Oakham, . . .	-	-	29 49	29 49	29 49	-	1,293 01	-	-	167 96
Oxford, . . .	2,042 87	120 83	95 06	2,258 76	-	2,258 76	9,592 40	228 54	9 14	-
Paxton, . . .	-	-	-	-	-	-	1,690 82	-	-	44 65
Petersham, . .	-	-	42 60	42 60	-	42 60	2,915 71	560 00	21 19	157 12
Phillipston, . .	-	125 75	29 85	155 60	-	155 60	883 99	-	-	103 48
Princeton, . .	-	-	88 86	88 86	-	88 86	3,777 53	-	-	211 15
Royalston, . .	-	-	203 12	203 12	-	203 12	1,762 48	6,500 00	346 61	124 07
Rutland, . . .	-	-	48 27	48 27	-	48 27	3,461 96	-	-	50 00
Shrewsbury, . .	-	-	214 47	214 47	-	214 47	6,162 41	1,000 00	40 20	316 63
Southborough, .	10,295 08	-	327 33	10,622 41	-	10,622 41	17,991 20	-	-	144 66
Southbridge, . .	-	1,811 37	235 13	2,046 50	-	2,046 50	25,580 28	-	-	-
Spencer, . . .	-	145 28	1,481 53	1,626 81	-	1,626 81	30,278 89	-	-	640 90
Sterling, . . .	-	98 05	127 08	225 13	-	225 13	4,286 74	15,043 17	594 11	-
Sturbridge, . .	-	-	148 25	148 25	-	148 25	5,924 39	-	-	251 90
Sutton, . . .	-	-	246 17	246 17	-	246 17	6,856 35	2,000 00	113 00	414 48
Templeton, . .	-	-	515 62	515 62	-	515 62	9,343 50	-	-	303 95
Upton, . . .	-	-	300 53	300 53	-	300 53	6,610 92	-	-	328 87
Uxbridge, . .	16,000 00	-	334 18	16,334 18	-	16,334 18	28,195 00	-	-	-
Warren, . . .	-	426 36	177 81	604 17	-	604 17	16,378 93	-	-	-
Webster, . . .	405 60	170 71	752 52	1,328 83	-	1,328 83	19,484 10	-	-	766 41
Westborougb, . .	-	-	453 87	453 87	-	453 87	15,479 56	-	-	-
West Boylston, .	-	-	44 42	44 42	-	44 42	8,457 40	-	-	-
West Brookfield, .	-	-	116 88	116 88	-	116 88	4,429 87	-	-	-
Westminster, . .	-	-	131 88	131 88	-	131 88	4,164 14	-	-	-
Winchendon, . .	-	-	1,075 85	1,075 85	313 78	762 07	13,001 99	275,000 00	8,696 61	-
Worcester, . .	65,623 45	8,941 51	21,305 90	95,870 86	-	95,870 86	594,487 95	2,000 00	84 97	-
Totals, . .	$191,568 04	$40,676 50	$46,272 32	$278,516 86	$1,686 27	$276,830 59	$1,473,732 32	$344,274 70	$11,878 37	$10,005 60

WORCESTER COUNTY — Concluded.

TOWNS AND CITIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	Academies and Private Schools.				Estimated Amount of Tuition paid in —		Funds whose Income must be appropriated to Academies or Private Schools.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Ashburnham,	$428 58	-	1	129	-	-	$6,477 00	-	$246,000 00	$8,158 00
Athol,	-	-	-	-	-	-	-	-	-	-
Auburn,	504 79	-	-	-	-	-	-	-	-	-
Barre,	404 79	-	-	-	-	-	-	-	-	-
Berlin,	528 58	-	-	-	-	-	-	-	-	-
Blackstone,	232 86	-	-	-	-	-	-	-	-	-
Bolton,	604 79	-	-	-	-	-	-	-	-	-
Boylston,	528 58	-	-	-	-	-	-	-	-	-
Brookfield,	404 78	-	-	-	-	-	-	-	-	-
Charlton,	428 58	-	-	-	-	-	-	-	-	-
Clinton,	-	-	-	-	3	495	-	$599 00	-	-
Dana,	528 58	-	-	-	-	-	-	-	-	-
Douglas,	328 58	-	-	-	-	-	-	-	-	-
Dudley,	404 78	-	1	29	-	-	492 00	-	22,000 00	1,340 00
Fitchburg,	-	-	-	-	3	1,600	-	2,000 00	-	-
Gardner,	-	-	-	-	-	-	-	-	-	-
Grafton,	354 78	-	-	-	-	-	-	-	-	-
Hardwick,	328 58	-	-	-	1	195	-	-	-	-
Harvard,	504 78	-	-	-	1	20	-	200 00	80,000 00	3,000 00
Holden,	404 78	-	-	-	-	-	-	-	-	-
Hopedale,	-	-	-	-	-	-	-	-	-	-
Hubbardston,	428 59	-	-	-	-	-	-	-	-	-
Lancaster,	-	-	1	150	1	10	3,000 00	500 00	-	-
Leicester,	278 59	-	1*	49	-	-	2,000 00	-	-	-
Leominster,	-	-	-	-	-	-	-	-	-	-
Lunenburg,	428 59	$125 00	-	-	-	-	-	-	-	-
Mendon,	504 78	-	-	-	-	-	-	-	-	-

Milford,	-	-	-	-	1	270	-	-	-	-
Millbury,	278 59	-	-	-	-	-	-	-	-	-
New Braintree,	528 59	-	-	-	-	-	-	-	-	-
Northborough,	404 78	-	-	-	-	-	-	-	-	-
Northbridge,	-	-	-	-	-	-	-	-	-	-
North Brookfield,	328 59	-	-	-	7	260	-	-	-	-
Oakham,	482 87	-	-	-	-	-	-	-	-	-
Oxford,	404 78	-	-	-	-	-	-	-	-	-
Paxton,	528 59	-	-	-	-	-	-	-	-	-
Petersham,	428 59	-	-	-	-	-	-	-	-	-
Phillipston,	502 39	-	-	-	-	-	-	-	-	-
Princeton,	428 59	-	-	-	-	-	-	-	-	-
Royalston,	528 59	-	-	-	-	-	-	-	-	-
Rutland,	428 59	-	-	-	-	-	-	-	-	-
Shrewsbury,	328 59	-	-	-	-	-	-	-	-	-
Southborough,	404 78	-	1	125	1	54	18,750 00	8,100 00	15,000 00	600 00
Southbridge,	-	-	-	-	2	1,002	-	-	-	-
Spencer,	-	-	-	-	-	-	-	-	-	-
Sterling,	428 59	-	-	-	-	-	-	-	-	-
Sturbridge,	504 78	-	-	-	-	-	-	-	-	-
Sutton,	404 78	15 00	-	-	2	94	-	425 00	-	-
Templeton,	404 78	-	-	-	-	-	-	-	-	-
Upton,	328 59	-	-	-	-	-	-	-	-	-
Uxbridge,	278 59	-	-	-	-	-	-	-	-	-
Warren,	404 78	-	-	-	-	-	-	-	-	-
Webster,	-	-	-	-	3	1,107	-	3,500 00	49,000 00	-
Westborough,	278 59	-	-	-	-	-	-	-	-	-
West Boylston,	504 78	-	-	-	-	-	-	-	-	-
West Brookfield,	504 78	-	-	-	-	-	-	-	-	-
Westminster,	428 59	-	-	-	-	-	-	-	-	-
Winchendon,	278 59	300 00	-	-	-	-	-	-	-	-
Worcester,	-	-	1	207	14	3,103	62,000 00	17,600 00	150,000 00	51,000 00
Totals,	$19,318 87	$440 00	6	689	39	8,210	$92,719 00	$32,924 00	$562,000 00	$64,098 00

* United with high school.

RECAPITULATION.

COUNTIES.	Population — U. S. Census of 1900.	Valuation — May 1, 1900.	No. of public schools.	School Census Data Sept. 1, 1900.		School Membership and Attendance Data for the School Year.						
				No. of persons in towns between 5 and 15 years of age.	No. of persons in towns between 7 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. of different pupils within the year under 5 years of age.	No. of different pupils within the year over 15 years of age.	No. of different pupils within the year, between 7 and 14 years of age.	Average membership of all the schools.	Average attendance of all the schools.	Percentage of attendance based on average membership.
Barnstable, . .	27,826	$24,206,471	154	4,028	3,009	4,816	12	679	2,946	4,338	3,973	.92
Berkshire, . .	95,667	58,834,603	478	17,539	12,378	16,532	433	1,453	10,980	13,911	12,678	.91
Bristol, . . .	252,029	184,540,613	842	47,239	33,193	39,698	686	2,649	26,565	33,420	30,293	.91
Dukes, . . .	4,561	4,285,583	25	584	398	680	4	77	418	578	527	.91
Essex, . . .	357,030	270,288,140	1,312	58,079	40,834	54,718	909	5,446	34,126	48,292	44,639	.92
Franklin, . .	41,209	22,748,602	268	6,974	5,135	7,728	169	758	5,029	6,720	6,190	.92
Hampden, . .	175,603	148,764,777	726	31,257	22,875	29,259	1,151	2,580	18,892	24,263	22,159	.91
Hampshire, . .	58,820	33,120,718	301	9,809	7,002	10,374	260	851	6,708	8,589	7,889	.92
Middlesex, . .	565,696	515,948,884	2,152	94,639	66,168	97,683	3,601	9,879	59,337	85,925	79,353	.92
Nantucket, . .	3,006	3,338,033	11	344	250	414	6	60	244	369	329	.89
Norfolk, . . .	151,539	201,551,105	674	25,834	19,040	27,830	736	2,598	17,800	24,503	22,725	.93
Plymouth, . .	113,985	80,752,747	514	18,276	13,250	19,977	137	1,972	13,211	17,781	16,196	.91
Suffolk, . . .	611,417	1,170,103,267	1,809	99,251	68,288	100,213	2,466	9,153	56,755	88,207	79,074	.89
Worcester, . .	346,958	242,636,404	1,433	60,374	43,093	58,266	1,009	4,762	39,017	49,184	45,023	.92
Totals, . .	2,805,346	$2,961,119,947	10,699	474,227	334,913	468,188	11,579	42,917	292,028	406,080	371,048	.91

RECAPITULATION — Continued.

COUNTIES.	Teachers and Teachers' Wages.							Length of Schooling.		High Schools.				
	No. of teachers required by the public schools.	No. of different male teachers employed during the school year.	No. of different female teachers employed during the school year.	No. of teachers that have graduated from normal schools.	No. of teachers that have attended normal schools.	Average wages per month of male teachers.	Average wages per month of female teachers.	Aggregate of months all the public schools have been kept during the school year.	Av'ge No. of months the public schools have been kept during the year.	No. of high schools.	No. of teachers.	No. of pupils.	Salaries of principals.	Length of schooling.
Barnstable, . .	170	34	150	53	82	$76 30	$39 15	1,371-8	8-18	14	25	626	$12,547 50	9-8
Berkshire, . .	543	52	550	142	189	82 81	39 79	4,316-13	9	12	50	1,287	15,088 00	9-13
Bristol, . . .	1,020	79	1,007	243	327	111 93	48 15	7,762-12	9-4	12	69	2,062	16,705 50	9-12
Dukes, . . .	29	5	28	12	16	55 33	37 30	213-13	8-10	3	5	68	1,690 00	8-18
Essex, . . .	1,497	114	1,445	417	493	130 31	50 30	12,344-13	9-8	30	192	4,880	44,593 24	9-12
Franklin, . .	282	10	346	81	112	95 44	36 13	2,288-5	8-10	11	35	794	10,848 33	9-7
Hampden, . .	871	71	876	389	463	129 40	51 61	6,795-19	9-7	11	98	2,042	20,800 00	9-18
Hampshire, . .	336	28	384	104	132	89 52	37 67	2,664-7	8-16	10	32	820	11,442 22	9-12
Middlesex, . .	2,635	237	2,640	1,021	1,223	151 16	57 65	19,827-16	9-4	49	371	9,450	79,443 20	9-12
Nantucket, . .	13	1	12	2	3	120 00	33 54	106	10	1	3	101	1,200 00	10
Norfolk, . . .	817	90	779	287	332	112 14	51 23	6,406-6	9-10	27	121	3,049	37,887 00	9-9
Plymouth, . .	563	61	551	235	305	97 37	45 12	4,691-10	9-2	20	80	1,933	22,532 50	9-12
Suffolk, . . .	2,201	279	1,963	1,378	1,453	210 15	68 66	17,455-7	9-12	14	234	7,038	45,950 00	9-12
Worcester, . .	1,637	153	1,677	772	936	110 95	47 87	13,123-18	9-3	47	231	5,374	58,703 50	9-12
Totals, . .	12,614	1,214	12,408	5,136	6,066	$140 94	$52 75	99,368-7	9-5	261	1,546	39,524	$379,430 99	9-11

RECAPITULATION — CONTINUED.

COUNTIES.	EXPENDITURES FOR THE SUPPORT OF PUBLIC SCHOOLS.							Total expenditure for the support of public schools, being the total of the seven preceding columns.	Amount included in the total expenditure as given in the preceding column, but derived from other sources than local taxation, such as aid from the State, voluntary contributions, income from local funds, etc.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.
	Teachers' wages.	Conveyance of pupils.	Fuel and care of school premises.	School committee, including clerical aid and truant service.	Superintendent of schools.	Text-books and school supplies.	School sundries.			
Barnstable,	$69,906 54	$7,456 56	$12,064 93	$1,559 22	$8,021 84	$7,347 48	$1,922 67	$108,279 24	$13,755 18	$94,524 06
Berkshire,	232,470 25	5,104 94	42,267 09	6,406 99	14,278 96	22,636 45	8,015 13	331,179 81	25,745 20	305,434 61
Bristol,	559,387 73	7,807 23	115,043 25	13,238 77	17,686 29	45,894 49	31,506 41	790,564 17	32,262 33	758,301 84
Dukes,	10,535 79	726 50	1,790 74	353 75	1,516 83	1,113 20	660 06	16,696 87	4,269 91	12,426 96
Essex,	852,817 99	8,318 04	143,321 52	16,971 47	26,555 76	73,525 82	25,380 95	1,146,891 55	14,000 79	1,132,890 76
Franklin,	105,100 39	10,081 85	14,624 31	1,708 50	11,840 02	9,858 63	3,469 85	156,683 55	28,973 78	127,709 77
Hampden,	520,324 98	7,264 64	100,605 08	9,404 30	18,690 61	60,480 13	22,599 23	739,368 97	31,270 61	708,098 36
Hampshire,	137,527 70	4,389 57	24,600 07	2,649 37	10,274 10	14,246 65	4,364 68	198,052 14	24,673 34	173,378 80
Middlesex,	1,754,331 60	38,577 61	317,636 62	26,248 49	57,639 16	139,478 83	71,154 14	2,405,066 45	41,661 65	2,363,404 80
Nantucket,	6,276 13	-	542 84	100 00	-	505 90	424 98	7,849 85	-	7,849 85
Norfolk,	481,634 54	15,528 52	90,849 27	5,759 66	28,075 71	49,240 62	30,519 48	701,607 80	15,984 73	685,623 07
Plymouth,	289,366 46	12,720 25	49,138 43	4,652 88	18,855 10	26,919 44	12,783 81	414,436 37	22,913 51	391,522 86
Suffolk,	2,327,229 81	1,851 29	272,379 78	58,963 63	30,970 50	97,510 49	77,414 33	2,866,319 83	65,954 66	2,800,365 17
Worcester,	883,521 57	31,946 47	168,431 94	13,276 58	41,460 12	80,907 98	32,392 65	1,251,937 31	55,035 58	1,196,901 73
Totals,	$8,230,431 48	$151,773 47	$1,353,295 87	$161,293 61	$285,865 00	$629,666 11	$322,608 37	$11,134,933 91	$376,501 27	$10,758,432 64

RECAPITULATION — Continued.

COUNTIES.	Expenditures for School Buildings.			Total expenditure for school buildings, being the total of the three preceding columns.	Amount included in the total expenditure for school buildings as given in the preceding column, but derived from other sources than local taxation.	Amount raised by local taxation and expended for school buildings.	Amount raised by local taxation and expended for support of the public schools and for school buildings, that is, for all school purposes.	Local Funds whose Income must be appropriated to the Public Schools.		Dog tax and other income voluntarily appropriated to the public schools.
	New school-houses.	Alterations and permanent repairs.	Ordinary repairs.					Principal.	Income.	
Barnstable, .	$663 02	$6,532 05	$4,319 12	$11,514 19	$832 09	$10,682 10	$105,206 16	$36,233 00	$1,777 05	$1,799 14
Berkshire, . .	62,745 58	9,193 59	12,620 86	84,560 03	-	84,560 03	389,994 64	12,374 00	599 80	1,774 18
Bristol, . .	234,078 40	13,175 01	65,097 98	312,351 39	500 00	311,851 39	1,070,153 23	219,476 00	12,762 41	7,636 07
Dukes, . .	-	3,219 28	533 17	3,752 45	-	3,752 45	16,179 41	-	-	411 03
Essex, . .	156,804 92	27,865 48	60,369 16	245,039 56	-	245,039 56	1,377,930 32	134,259 22	5,536 84	6,321 74
Franklin, . .	16,333 67	2,120 47	4,345 30	22,799 44	-	22,799 44	150,509 21	12,435 00	607 21	785 11
Hampden, . .	201,202 17	3,224 14	25,071 13	229,497 44	-	229,497 44	937,595 80	50,585 91	6,509 80	4,508 09
Hampshire, .	21,000 00	2,702 37	7,658 23	31,360 60	-	31,360 60	204,739 40	33,724 83	1,197 79	3,059 26
Middlesex, .	282,967 66	95,604 95	77,486 05	456,058 66	68 65	455,990 01	2,819,394 81	96,711 80	6,061 49	7,938 09
Nantucket, .	-	2,087 73	501 94	2,589 67	-	2,589 67	10,439 52	-	-	229 20
Norfolk, . .	142,535 38	40,093 78	27,684 30	210,313 46	-	210,313 46	895,936 53	29,340 59	1,689 82	5,611 94
Plymouth, .	48,548 98	8,957 56	17,838 56	75,345 10	-	75,345 10	466,867 96	30,497 50	1,428 32	6,791 60
Suffolk, . .	777,183 81	299,248 46	4,881 97	1,081,314 24	-	1,081,314 24	3,881,679 41	122,075 00	5,123 31	54,090 68
Worcester, .	191,568 04	40,676 50	46,272 32	278,516 86	1,686 27	276,830 59	1,473,732 32	344,274 70	11,878 37	10,005 60
Totals, .	$2,135,631 63	$554,701 37	$354,680 09	$3,045,013 09	$3,087 01	$3,041,926 08	$13,800,358 72	$1,121,987 55	$55,172 21	$110,961 73

RECAPITULATION — CONCLUDED.

COUNTIES.	Town's share of school fund income paid Jan. 25, 1901.	Amount of voluntary contributions expended on the public schools but not included in expenditures by the town or city.	ACADEMIES AND PRIVATE SCHOOLS.				ESTIMATED AMOUNT OF TUITION PAID IN —		FUNDS WHOSE INCOME MUST BE APPROPRIATED TO ACADEMIES OR PRIVATE SCHOOLS.	
			No. of academies.	No. of different academy pupils attending during the year.	No. of private schools.	No. of different private school pupils attending during the year.	Academies.	Private schools.	Principal.	Income.
Barnstable,	$5,702 58	$313 00	-	-	-	-	-	-	-	-
Berkshire,	11,789 35	580 00	-	-	15	3,102	-	$15,025 00	$10,000 00	-
Bristol,	5,591 64	1,675 66	7	1,811	30	7,333	$19,386 00	3,045 50	6,000 00	-
Dukes,	2,873 40	60 00	-	-	-	-	-	-	-	-
Essex,	6,366 44	140 00	5	702	41	9,497	51,574 50	45,200 00	701,639 75	$37,310 08
Franklin,	11,556 93	98 24	6	1,263	2	208	87,358 65	234 00	1,433,439 18	18,560 52
Hampden,	8,865 01	2,077 62	3	392	21	7,190	7,560 00	17,021 92	534,722 38	5,788 01
Hampshire,	9,060 25	847 00	4	365	8	1,251	10,312 00	20,500 00	477,813 00	20,137 53
Middlesex,	11,658 08	5,140 80	10	926	67	14,274	133,856 00	109,248 75	342,000 00	3,000 00
Nantucket,	-	-	-	-	-	-	-	-	37,000 00	2,000 00
Norfolk,	5,446 44	540 50	4	454	20	2,200	42,187 90	96,850 00	972,000 00	24,845 00
Plymouth,	7,145 01	130 00	3	91	8	850	554 00	9,160 00	243,331 26	8,294 95
Suffolk,	-	100 00	4	453	98	21,064	30,800 00	370,665 24	267,000 00	13,000 00
Worcester,	19,318 87	440 00	6	689	39	8,210	92,719 00	32,924 00	562,000 00	64,098 00
Totals,	$105,374 00	$12,142 82	52	7,146	349	75,179	$476,308 05	$719,874 41	$5,586,945 57	$197,034 09

EVENING SCHOOLS.

CITIES AND TOWNS.	No. of schools.	ATTENDANCE.			TIME.	No. of teachers.	Expense.
		Males.	Females.	Average.	Average No. of evenings.		
Athol, . . .	3	35	–	23	20	3	$64 00
Auburn, . . .	1	16	7	10	67	1	143 00
Boston, . . .	204	3,582	2,210	4,164	94	220	84,165 13
Beverly, . . .	5	103	59	60	31	6	868 14
Brockton, . . .	14	332	122	155	89	17	1,899 11
Brookline, . .	5	66	88	57	90	6	1,497 03
Cambridge, . .	30	969	463	519	64	52	8,681 39
Chelsea, . . .	7	300	140	138	50	14	1,791 50
Chicopee, . . .	19	523	–	382	40	26	1,801 97
Clinton, . . .	4	127	66	101	64	9	687 50
Dudley, . . .	2	74	45	52	34	4	186 27
Everett, . . .	5	90	110	93	65	7	1,102 84
Fall River, . .	59	2,682	1,307	2,396	48	147	11,490 97
Fitchburg, . .	12	443	181	292	52	48	3,325 79
Framingham, . .	4	106	89	86	39	7	899 82
Gardner, . . .	3	169	19	120	45	21	773 90
Greenfield, . .	3	90	34	40	53	5	353 00
Haverhill, . . .	15	304	202	256	59	26	2,341 82
Holyoke, . . .	30	598	395	476	49	56	5,023 28
Hudson, . . .	2	45	12	30	30	2	114 75
Hyde Park, . .	4	61	40	70	80	5	810 36
Lawrence, . .	38	884	481	1,133	80	61	6,447 60
Lowell, . . .	81	2,738	1,289	2,136	72	134	19,000 00
Lynn, . . .	16	432	384	240	45	27	2,782 79
Malden, . . .	11	248	174	254	62	19	3,439 78
Marborough, . .	8	160	43	62	50	8	999 07
Medford, . . .	6	187	74	57	44	6	1,147 66
New Bedford, . .	44	1,359	755	1,214	28	78	5,465 69
Newburyport, . .	2	45	35	24	30	6	216 75
Newton, . . .	3	141	61	58	33	8	850 69
North Adams, . .	12	216	101	249	40	18	1,600 00
Northampton, . .	5	81	34	72	47	9	832 31
North Attleborough,	1	26	14	19	33	3	177 80
Norwood, . . .	1	33	–	18	20	1	115 00
Orange, . . .	1	15	–	10	18	1	99 00
Peabody, . . .	8	58	37	52	56	8	556 75
Pittsfield, . . .	6	99	49	59	36	7	553 17
Quincy, . . .	7	277	26	93	37	7	1,434 35
Salem, . . .	11	248	212	169	51	24	3,035 00
Somerville, . .	11	482	86	194	61	21	3,470 00
Southbridge, . .	4	107	67	125	41	9	652 53
South Hadley, . .	2	32	31	32	40	4	299 85
Spencer, . . .	2	39	–	30	40	4	235 53
Springfield, . .	37	905	568	698	82	50	10,447 01
Taunton, . . .	9	235	104	292	35	20	1,489 00
Waltham, . . .	11	323	151	244	48	14	2,104 00
Webster, . . .	5	125	120	149	40	9	466 70
Westfield, . . .	4	89	51	56	42	4	289 50
Winchester, . .	3	101	41	57	16	5	225 00
Woburn, . . .	5	136	32	63	42	6	598 13
Worcester, . .	64	1,701	798	1,035	115	73	17,570 59
Totals, . .	849	22,237	11,407	18,414	50	1,326	$214,622 82

RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE SCHOOL YEAR 1900-1901.

STATE INSTITUTIONS.	No. of schools in the institution.	No. of different scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending school.	No. over 15 years of age attending school.	No. between 5 and 15 years of age remaining in the institution July 31, 1901.	No. of Teachers during the Year.		Wages of Teachers per Month.		Length of each school in months.
							Males.	Females.	Males.	Females.	
State Industrial School at Lancaster,	7	290	189	-	101	94	-	18	-	$25 00† to 29 16†	12
Lyman School for Boys at Westborough,*	9	533	304	-	151	176	1	11	$80 00	30 00† to 70 00†	10

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* There are also 8 classes daily in manual training, and 4 teachers.

† And home.

GRADUATED TABLES.

In order to show the comparative standing of the towns and cities (1) in the taxes which they impose upon themselves for the support of their public schools, (2) in the ratio which these taxes bear to their respective valuations, and (3) in the ratio of the attendance upon the public schools to the whole number of children between five and fifteen, three graduated tables have been prepared.

For the sake of brevity as well as convenience of reference these tables may be named as follows: —

I. Graduated taxation table.
II. Graduated valuation table.
III. Graduated attendance table.

I. *Graduated Taxation Table.*

This table, appearing for the first time in the sixty-fourth report, takes the place of the first and fourth tables in previous reports of the Board, the fourth appearing for the first time in the fifty-ninth report.

The first part of this table is required to meet the purposes of section 5, chapter 43 of the Public Statutes. It gives the sums raised by taxation and expended for the support of public schools by towns and cities for each child between five and fifteen years of age, and the towns and cities are classified according to such sums. The facts presented in this way have been freely used by some places as a lever for increasing their appropriations; by other places as a lever for reducing them. Inasmuch as in some places large numbers of children between five and fifteen are in private schools; inasmuch, also, as the proportions of those children between five and fifteen years of age who attend the public schools vary considerably, the children entering later and leaving earlier in some places than in others, it follows that the division of the amount raised by taxation and expended for the support of public schools by the number of all the children between five and fifteen years of age, without reference to whether they are in the public schools or not, may yield results that cannot be fairly used for purposes of comparison, unless it is known from other sources that the conditions of public school attendance in the places compared are the same.

Now the money for the public schools is expended upon those persons who attend them, whether they are within the limits of five and fifteen or without. It is determined more by the average membership than by any other factor. Consequently the second part of the first table is valuable for making known in a comparative way just how the towns and cities stand in what they spend upon each person actually in attendance upon the public schools.

The amount of money raised by taxation and expended for the support of public schools is, in the case of each town or city of the table, the amount raised and expended for the various classes of school purposes included under the statutory definition of "support" (see chapter 175, Acts of 1900), namely: —

1. The wages of teachers.
2. The transportation of school children.
3. The care of fires, schoolrooms and school premises.
4. Supervision.
5. Text-books and supplies.
6. School sundries or incidentals.

The amount thus raised by taxation and expended does not include expenditures for repairs, alterations and construction of schoolhouses, such expenditures being excluded by statute from the definition of support.

In determining the amount raised by taxation and expended for the public schools the following classes of voluntary contributions towards their support merit consideration: —

1. The income from the surplus revenue and other funds — the dog tax, for instance — which towns and cities have set apart for the public schools although having it in their legal power to use such income for other than school purposes.

2. The income from funds which have been given to the towns and cities and are held by them upon the express condition that such income shall go towards the support of the public schools.

3. Other voluntary contributions for the support of the public schools.

Money of the first class, when used for the public schools, is regarded as equivalent to money raised by taxation for the schools and so is included in the amount upon which the table is based. The use of such money for the schools is an evidence of the town's liberality towards them. The expenditure of money under the second and third classes is not included in the amount used as the basis of the table.

II. *Graduated Valuation Table.*

This table exhibits for the several towns and cities the ratios which the sums raised by taxation and expended for the support of the public schools bear to their respective assessed valuations. For convenience of apprehension the ratio in each case is expressed as so many dollars of tax on a thousand dollars of valuation.

III. *Graduated Attendance Table.*

This table exhibits for the several towns and cities the ratio in each case of the average attendance upon the public schools to the whole number of children between five and fifteen reported in the school census. If there are no private schools, the ratio is likely to be high. If there are no private schools and at the same time an unusually large proportion of the children under five and over fifteen are attending school, the ratio may exceed even a hundred per cent. On the other hand, if children attend private schools in any considerable number, the fact is likely to be reflected in a lower ratio.

I. GRADUATED TAXATION TABLE.

Table showing for the several towns and cities of the State the comparative amounts of money raised by taxation and expended for the support of public schools per child, as determined (1) by the number of children between five and fifteen years of age in the town or city and (2) by the number of children in the average membership of the public schools.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.
2	1	Nahant,	$5,596 77	102	$54 87.0
1	2	Weston,	11,984 51	241	49 72.8
4	3	Brookline,	147,242 39	3,032	48 56.2
3	4	Milton,	57,431 00	1,198	47 93.9
9	5	Hopedale,	10,114 15	253	39 97.6
5	6	Wellesley,	27,231 65	714	38 13.9
12	7	Hull,	6,209 82	163	38 09.7
11	8	Lexington,	20,071 75	551	36 42.7
7	9	Melrose,	74,318 11	2,066	35 97.1
6	10	Belmont,	18,988 14	529	35 89.4
20	11	Lincoln,	5,391 85	153	35 24.0
10	12	Newton,	186,926 23	5,336	35 03.1
72	13	Burlington,	2,017 05	59	34 18.7
13	14	Sudbury,	5,871 48	173	33 93.9
8	15	Falmouth,	16,421 86	485	33 85.9
14	16	Cohasset,	13,196 59	402	32 82.7
21	17	Dedham,	38,338 21	1,210	31 68.4
15	18	Barnstable,	19,709 53	633	31 13.6
17	19	Springfield,	317,954 45	10,251	31 01.6
19	20	Manchester,	11,034 80	357	30 90.9
45	21	Marshfield,	7,142 18	234	30 52.2
18	22	Concord,	25,006 75	839	29 80.5
23	23	Medford,	97,043 80	3,264	29 73.1

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Weston,	230	$52 10.6
2	2	Nahant,	110	50 87.9
5	3	Brookline,	3,000	49 08.0
3	4	Milton,	1,172	49 00.2
18	5	Hopedale,	225	44 95.1
7	6	Hull,	144	43 12.3
8	7	Lincoln,	133	40 54.0
4	8	Wellesley,	672	40 52.3
30	9	Burlington,	50	40 34.1
9	10	Newton,	5,125	36 47.3
20	11	Tyngsborough,	77	36 24.4
6	12	Falmouth,	472	34 79.2
14	13	Springfield,	9,200	34 56.0
13	14	Holyoke,	5,462	33 87.2
10	15	Belmont,	565	33 60.7
12	16	Sudbury,	177	33 17.2
17	17	Cohasset,	402	32 82.7
16	18	Boston,	79,854	32 76.1
21	19	Manchester,	339	32 55.1
22	20	Lexington,	622	32 26.9
19	21	Watertown,	1,200	30 37.4
11	22	Westwood,	162	30 27.5
24	23	Malden,	5,465	30 27.0

Table showing the comparative amounts of money raised by taxation, etc. — Continued.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
54	24	Tyngsborough,	$2,790 83	95	$29 37.7	26	24	Canton,	566	$30 24.7
28	25	Groton,	9,968 14	342	29 14.6	15	25	Longmeadow,	111	30 11.7
22	26	Boston,	2,616,101 54	90,144	29 02.1	23	26	Dedham,	1,274	30 09.2
16	27	Princeton,	3,688 67	128	28 81.7	28	27	Harvard,	130	29 86.1
29	28	Needham,	16,742 88	592	28 28.1	34	28	Cambridge,	13,816	29 74.1
39	29	Dalton,	14,148 55	504	28 07.2	39	29	Melrose,	2,508	29 63.2
26	30	Winchester,	35,070 86	1,262	27 78.9	27	30	Fitchburg,	3,753	29 46.7
32	31	Malden,	165,426 12	6,052	27 33.4	25	31	Medford,	3,297	29 43.3
30	32	Cambridge,	410,906 82	15,131	27 15.6	45	32	Swampscott,	620	29 06.9
24	33	Hingham,	19,953 45	739	27 00.0	47	33	Princeton,	127	29 04.4
25	34	Westwood,	4,904 71	182	26 94.8	36	34	Concord,	865	28 90.9
40	35	Ashland,	6,631 64	247	26 84.8	46	35	Mattapoisett,	137	28 74.2
36	36	Littleton,	5,036 18	189	26 64.6	33	36	Lowell,	10,623	28 68.1
75	37	Bourne,	7,072 33	266	26 58.7	35	37	Barnstable,	689	28 60.5
52	38	Reading,	22,614 55	853	26 51.1	44	38	Worcester,	17,516	28 46.6
138	39	Cottage City,	3,917 55	148	26 46.9	69	39	Winthrop,	918	28 29.0
38	40	Abington,	18,495 73	699	26 46.0	42	40	Waltham,	2,880	28 19.2
27	41	Winthrop,	25,970 81	987	26 41.4	43	41	Arlington,	1,337	27 94.6
70	42	Petersham,	2,873 11	109	26 35.8	66	42	Petersham,	103	27 89.4
44	43	Framingham,	49,326 69	1,880	26 23.7	31	43	Hyde Park,	1,620	27 70.0
34	44	Swampscott,	18,022 85	698	25 82.0	41	44	Lynnfield,	105	27 52.7
35	45	Wrentham,	11,473 57	445	25 78.3	64	45	Westfield,	1,714	27 43.9
46	46	Greenfield,	33,504 87	1,305	25 67.4	105	46	Beverly,	2,107	27 31.6
33	47	Mattapoisett,	3,937 67	154	25 56.9	60	47	Paxton,	62	27 27.1
56	48	Harvard,	3,882 05	152	25 53.9	48	48	Webster,	667	27 21.9
76	49	Southborough,	7,368 79	293	25 14.9	53	49	Somerville,	9,641	27 00.9
57	50	West Tisbury,	1,179 93	47	25 10.4	59	50	Marshfield,	265	26 95.1
95	51	Beverly,	57,556 48	2,302	25 00.2	38	51	Salem,	4,376	26 81.5
41	52	Somerville,	260,403 00	10,466	24 88.0	70	52	Southborough,	275	26 79.5
63	53	Watertown,	36,448 82	1,466	24 86.2	63	53	Winchester,	1,318	26 60.9
31	54	Arlington,	37,365 09	1,504	24 84.3	68	54	Groton,	375	26 58.1

48	55	Walpole, . . .	14,634 64	592	24 72.0	51	55	Haverhill, . . .	4,859	26 52.4
79	56	Hopkinton, . .	10,256 70	415	24 71.4	85	56	Bourne, . . .	267	26 48.8
97	57	Shrewsbury, . .	5,947 94	241	24 68.0	57	57	Cottage City, . .	148	26 46.9
100	58	Foxborough, . .	12,115 36	492	24 62.4	61	58	Northampton, . .	2,396	26 45.0
53	59	Worcester, . . .	498,617 09	20,296	24 56.7	50	59	Wrentham, . .	437	26 25.5
55	60	Amherst, . . .	15,894 66	647	24 56.6	32	60	Dover, . . .	86	26 06.6
71	61	Lenox, . . .	13,300 77	543	24 49.4	81	61	Southbridge, . .	903	26 06.1
206	62	Ashby, . . .	2,779 96	114	24 38.5	62	62	Dracut, . . .	416	26 00.5
50	63	Tisbury, . . .	3,434 61	141	24 35.8	107	63	Sharon, . . .	259	25 93.5
64	64	Longmeadow, . .	3,343 04	138	24 22.4	58	64	New Bedford, . .	7,541	25 84.9
61	65	Andover, . . .	23,005 87	952	24 16.5	65	65	Littleton, . . .	195	25 82.6
130	66	Chatham, . . .	5,170 73	214	24 16.2	77	66	Reading, . . .	876	25 81.5
49	67	Yarmouth, . . .	4,416 12	183	24 13.1	92	67	Marion, . . .	130	25 75.0
66	68	Braintree, . . .	25,389 29	1,054	24 08.8	49	68	Hingham, . . .	778	25 64.7
85	69	Everett, . . .	107,227 68	4,456	24 06.3	37	69	Boxford, . . .	77	25 59.3
62	70	Acton, . . .	6,973 17	293	23 79.9	55	70	Bedford, . . .	179	25 58.0
92	71	Marion, . . .	3,347 57	141	23 74.1	71	71	Dalton, . . .	555	25 49.2
73	72	Bedford, . . .	4,578 91	193	23 72.4	101	72	Carver, . . .	147	25 48.0
139	73	Lynnfield, . . .	2,890 38	122	23 69.1	119	73	Norton, . . .	205	25 47.4
116	74	Norwell, . . .	5,491 75	232	23 67.1	29	74	Spencer, . . .	1,128	25 40.0
37	75	Merrimac, . . .	8,904 54	377	23 61.9	80	75	Lawrence, . . .	6,768	25 30.3
88	76	Barre, . . .	7,823 47	332	23 56.4	72	76	Needham, . . .	662	25 29.1
60	77	Wayland, . . .	10,302 59	436	23 53.8	89	77	North Adams, . .	2,925	25 20.3
89	78	Stoneham, . . .	22,517 16	960	23 45.5	118	78	Marlborough, . .	2,235	25 07.8
104	79	Carver, . . .	3,745 69	161	23 26.5	73	79	Abington, . . .	738	25 06.1
99	80	Natick, . . .	36,443 32	1,577	23 10.9	56	80	Lynn, ...	9,328	25 00.9
43	81	Revere, . . .	48,447 02	2,097	23 10.3	83	81	Framingham, . .	1,973	25 00.0
105	82	Wakefield, . . .	40,652 08	1,767	23 00.6	79	82	Acton, . . .	279	24 99.3
103	83	Nantucket, . .	7,849 85	344	22 81.9	74	83	Walpole, . . .	588	24 88.8
162	84	Bolton, . . .	2,500 40	110	22 73.0	40	84	Middleton, . . .	103	24 65.2
141	85	Rockland, . . .	20,262 19	892	22 71.5	95	85	Franklin, . . .	598	24 63.2
67	86	Lancaster, . . .	9,921 70	437	22 70.4	54	86	Lancaster, . . .	403	24 61.9
102	87	Boxford, . . .	1,970 72	87	22 65.1	82	87	Greenfield, . . .	1,361	24 61.7
84	88	Plymouth, . . .	33,429 27	1,482	22 55.6	109	88	West Tisbury, . .	48	24 58.1
83	89	Scituate, . . .	8,264 04	367	22 51.7	67	89	Barre, . . .	319	24 52.4
157	90	Norwood, . . .	24,088 45	1,070	22 51.2	188	90	Pittsfield, . . .	3,302	24 49.9
42	91	Stockbridge, . .	8,722 00	388	22 47.9	78	91	Tisbury, . . .	142	24 18.7
161	92	Topsfield, . . .	3,099 16	138	22 45.7	217	92	Adams, . . .	1,531	24 11.1
115	93	Middleborough, . .	22,591 22	1,009	22 38.9	75	93	Ware, ...	1,074	23 99.5
90	94	Westfield, . . .	47,031 65	2,101	22 38.5	145	94	Norwell, . . .	229	23 98.1

Table showing the comparative amounts of money raised by taxation, etc. — Continued.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
123	95	Marblehead,	$22,791 52	1,026	$22 21.3	52	95	Stockbridge,	366	$23 83.0
51	96	Westborough,	15,025 69	677	22 19.4	90	96	Taunton,	4,594	23 79.8
82	97	Upton,	6,310 39	285	22 14.1	113	97	Dunstable,	57	23 73.0
74	98	Shelburne,	4,864 26	220	22 11.0	116	98	Grafton,	785	23 53.8
93	99	Bridgewater,	15,382 84	696	22 10.1	146	99	Shrewsbury,	253	23 50.9
106	100	Haverhill,	128,884 25	5,842	22 06.1	97	100	Lenox,	567	23 45.8
65	101	Lynn,	233,288 59	10,595	22 01.8	242	101	Stow,	138	23 42.6
131	102	Northborough,	7,982 91	364	21 93.1	93	102	Andover,	987	23 30.8
78	103	Weymouth,	42,823 89	1,955	21 90.4	102	103	Everett,	4,602	23 30.0
98	104	Hyde Park,	44,874 63	2,054	21 84.7	87	104	Brewster,	121	23 15.2
86	105	Orleans,	3,816 82	175	21 81.0	168	105	Bolton,	108	23 15.1
77	106	Medfield,	5,060 45	233	21 71.8	104	106	Plymouth,	1,460	22 89.6
145	107	Northampton,	63,376 36	2,925	21 66.7	106	107	Merrimac,	389	22 89.0
59	108	Sandwich,	4,475 98	207	21 62.3	123	108	North Andover,	733	22 88.1
150	109	Whitman,	22,503 63	1,044	21 55.5	126	109	Ashland,	290	22 86.7
132	110	Waltham,	81,195 43	3,778	21 49.1	88	110	Wayland,	451	22 84.3
170	111	Norton,	5,222 36	243	21 49.1	156	111	Wakefield,	1,781	22 82.5
129	112	North Andover,	16,772 32	782	21 44.7	151	112	Hopkinton,	450	22 79.2
80	113	Leicester,	12,948 68	607	21 33.2	86	113	Norfolk,	129	22 78.7
127	114	Sharon,	6,717 35	315	21 32.4	131	114	Stoneham,	994	22 65.3
126	115	Taunton,	109,332 02	5,131	21 30.8	147	115	Amesbury,	993	22 63.1
111	116	North Attleborough,	26,837 68	1,264	21 23.2	132	116	Chicopee,	2,207	22 63.1
121	117	Westminster,	4,032 26	191	21 11.1	230	117	Ashby,	123	22 60.1
128	118	Canton,	17,120 30	812	21 08.4	115	118	Sherborn,	154	22 53.9
118	119	South Hadley,	16,761 41	795	21 08.3	99	119	Brockton,	6,486	22 52.7
113	120	Leominster,	42,829 43	2,037	21 02.5	229	120	Westminster,	179	22 52.6
137	121	Chelmsford,	14,125 62	672	21 02.0	122	121	Fall River,	12,805	22 47.6
58	122	Norfolk,	2,939 58	140	20 99.7	158	122	Foxborough,	540	22 43.5
257	123	Stow,	3,232 89	154	20 99.2	103	123	Montague,	1,028	22 39.0
107	124	Wellfleet,	2,308 50	110	20 98.6	241	124	Chelmsford,	631	22 38.6
133	125	Dracut,	10,818 16	516	20 96.5	111	125	Westborough,	673	22 32.6

108	126	Hudson,	18,653 09	890	20 95.8	153	126	Peabody,	1,718	22 31.4
69	127	Brewster,	2,801 49	134	20 90.6	134	127	Braintree,	1,140	22 27.1
91	128	Dunstable,	1,352 65	65	20 81.0	98	128	Amherst,	714	22 26.1
180	129	Pittsfield,	80,896 14	3,892	20 78.5	180	129	Clinton,	1,960	22 25.4
114	130	Lowell,	304,678 81	14,710	20 71.2	112	130	Leicester,	583	22 21.0
119	131	Brockton,	146,110 74	7,055	20 71.0	84	131	Sandwich,	202	22 15.8
165	132	Grafton,	18,477 64	893	20 69.1	100	132	Edgartown,	140	22 04.2
166	133	Danvers,	28,554 36	1,382	20 66.1	181	133	Northborough,	363	21 99.1
164	134	West Springfield,	27,887 58	1,352	20 62.6	159	134	Deerfield,	261	21 95.4
202	135	Hamilton,	5,209 89	254	20 51.1	135	135	West Brookfield,	197	21 89.3
217	136	Cheshire,	3,259 93	159	20 50.2	143	136	Leominster,	1,961	21 84.0
220	137	Ashfield,	3,128 48	153	20 44.7	174	137	South Hadley,	769	21 79.6
94	138	Hanover,	6,663 31	327	20 37.7	157	138	North Reading,	129	21 64.2
188	139	Paxton,	1,690 82	83	20 37.1	149	139	Hanover,	308	21 63.4
47	140	Edgartown,	3,085 96	152	20 30.2	214	140	Chatham,	239	21 63.4
142	141	Granby,	2,414 75	119	20 29.2	76	141	Revere,	2,245	21 57.9
143	142	Townsend,	5,340 94	264	20 23.0	114	142	Quincy,	4,705	21 57.2
172	143	Holbrook,	7,878 02	390	20 20.0	148	143	Methuen,	1,191	21 54.6
112	144	West Boylston,	8,412 98	417	20 17.5	128	144	Mendon,	133	21 48.4
149	145	Orange,	20,537 83	1,020	20 13.5	155	145	North Attleborough,	1,250	21 47.0
176	146	Warren,	15,774 76	787	20 04.4	222	146	Westport,	383	21 43.8
189	147	Marlborough,	56,050 18	2,797	20 03.9	172	147	Palmer,	1,075	21 32.6
163	148	Pepperell,	14,323 90	716	20 00.5	186	148	Nantucket,	369	21 27.3
110	149	Saugus,	21,080 37	1,054	20 00.0	94	149	Scituate,	389	21 24.4
81	150	Mendon,	2,857 41	143	19 98.1	152	150	Topsfield,	146	21 22.7
101	151	Easton,	18,335 33	919	19 95.1	124	151	Holliston,	431	21 20.9
169	152	Peabody,	38,336 58	1,923	19 93.5	185	152	Saugus,	994	21 20.7
146	153	Quincy,	101,500 00	5,099	19 90.5	141	153	Chelsea,	5,190	21 16.4
135	154	West Brookfield,	4,312 99	217	19 87.5	170	154	Gardner,	1,756	21 13.1
186	155	Wilmington,	6,116 98	310	19 73.2	142	155	Weymouth,	2,029	21 10.5
156	156	Kingston,	6,841 88	348	19 66.0	129	156	Duxbury,	232	21 07.2
136	157	Holyoke,	185,010 87	9,479	19 51.7	197	157	Hardwick,	358	21 05.3
109	158	Monson,	11,411 35	586	19 47.5	177	158	Northbridge,	1,102	21 04.9
68	159	Holliston,	9,141 48	471	19 40.8	120	159	Wenham,	106	21 01.3
96	160	North Reading,	2,791 83	144	19 38.7	191	160	Natick,	1,740	20 94.4
120	161	Middleton,	2,539 25	131	19 38.3	164	161	Tewksbury,	392	20 93.3
160	162	Williamstown,	15,163 80	783	19 36.6	96	162	Shelburne,	233	20 87.6
171	163	Medway,	8,287 87	430	19 27.4	167	163	Bridgewater,	738	20 84.3
177	164	Palmer,	22,926 32	1,192	19 23.3	117	164	Hamilton,	250	20 83.9
168	165	Fairhaven,	11,738 18	613	19 14.8	206	165	Lunenburg,	193	20 81.4

Table showing the comparative amounts of money raised by taxation, etc. — Continued.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.
87	166	Sunderland, . . .	$2,252 66	118	$19 09.0
147	167	Sterling, . . .	4,061 61	213	19 06.8
174	168	Deerfield, . . .	5,730 13	301	19 03.6
155	169	Gardner, . . .	37,107 39	1,950	19 02.9
140	170	Salem, . . .	117,346 18	6,188	18 96.3
229	171	Provincetown, . .	11,767 63	621	18 94.9
122	172	West Newbury, . .	4,318 61	229	18 85.8
182	173	Spencer, . . .	28,652 08	1,522	18 82.5
209	174	Brookfield, . .	9,619 39	511	18 82.4
195	175	Mansfield, . . .	12,934 83	691	18 71.9
167	176	Dennis, . . .	6,568 03	352	18 65.9
210	177	Douglas, . . .	5,665 04	304	18 63.5
125	178	Great Barrington, .	17,680 22	950	18 61.0
231	179	Monroe, . . .	872 29	47	18 55.9
181	180	Attleborough, . .	38,952 26	2,100	18 54.8
144	181	Duxbury, . . .	4,888 87	264	18 51.8
183	182	Northbridge, . .	23,196 31	1,255	18 48.3
124	183	Georgetown, . .	5,504 50	299	18 40.9
154	184	Fitchburg, . . .	110,591 41	6,036	18 32.1
191	185	Uxbridge, . . .	11,860 82	649	18 27.5
153	186	Chelsea, . . .	109,845 80	6,023	18 23.7
196	187	Northfield, . . .	4,374 37	240	18 22.6
187	188	Gloucester, . .	75,214 58	4,168	18 04.5
193	189	Franklin, . . .	14,730 31	817	18 02.9
148	190	Montague, . . .	23,017 13	1,278	18 01.0
216	191	Randolph, . . .	11,700 21	652	17 94.5
117	192	Dover, . . .	2,241 71	125	17 93.3
204	193	Lunenburg, . .	4,017 18	224	17 93.3
134	194	Athol, . . .	19,815 90	1,107	17 90.0
198	195	Holden, . . .	8,621 16	482	17 88.6
218	196	Clinton, . . .	43,618 01	2,441	17 86.8

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
189	166	Uxbridge, . . .	570	$20 80.8
125	167	Sturbridge, . .	278	20 77.7
193	168	Whitman, . . .	1,084	20 75.9
150	169	Orleans, . . .	184	20 74.3
200	170	Holden, . . .	416	20 72.3
161	171	Stoughton, . . .	713	20 65.9
110	172	Yarmouth, . .	214	20 63.6
162	173	Upton, . . .	306	20 62.2
207	174	Ludlow, . . .	381	20 60.4
211	175	Boylston, . . .	90	20 58.4
121	176	Athol, . . .	964	20 55.5
190	177	Kingston, . . .	333	20 54.6
204	178	Fairhaven, . . .	572	20 52.1
171	179	Woburn, . . .	2,650	20 51.3
137	180	Medfield, . . .	247	20 48.7
140	181	Attleborough, . .	1,905	20 44.7
202	182	Pepperell, . . .	701	20 43.3
195	183	West Springfield, .	1,366	20 41.5
160	184	Middleborough, . .	1,107	20 40.7
182	185	Townsend, . . .	262	20 38.5
108	186	New Braintree, . .	69	20 34.1
173	187	Wilbraham, . .	221	20 30.7
203	188	Danvers, . . .	1,410	20 25.1
201	189	Norwood, . . .	1,199	20 09.0
243	190	Douglas, . . .	282	20 08.8
205	191	Great Barrington, .	881	20 06.8
133	192	Wilmington, . .	307	19 92.5
169	193	Warren, . . .	795	19 84.2
343	194	Alford, . . .	28	19 68.9
199	195	Brookfield, . . .	489	19 67.1
178	196	Dighton, . . .	234	19 64.6

178	197	East Bridgewater, .	9,170 45	514	17 84.1
212	198	Groveland, . .	7,223 95	408	17 70.5
221	199	Wilbraham, . .	4,487 99	255	17 59.9
214	200	Tewksbury, . .	8,206 01	467	17 57.1
175	201	Billerica, . . .	8,850 32	504	17 56.0
197	202	Methuen, . . .	25,661 93	1,470	17 45.7
211	203	New Braintree, . .	1,403 55	81	17 32.7
192	204	Hubbardston, . .	3,602 00	209	17 23.4
194	205	New Bedford, . .	194,934 23	11,319	17 22.1
205	206	Dighton, . . .	4,597 18	267	17 21.7
190	207	Ware, . . .	25,770 95	1,510	17 06.6
208	208	Woburn, . . .	54,359 80	3,220	16 88.1
184	209	Westford, . . .	7,051 52	420	16 78.9
201	210	Maynard, . . .	9,365 29	559	16 75.3
151	211	Ipswich, . . .	12,242 00	732	16 72.4
238	212	Ayer, ...	7,693 68	461	16 68.9
152	213	Newbury, . . .	3,621 46	217	16 68.8
242	214	Wareham, . . .	10,069 43	604	16 67.1
200	215	West Bridgewater, .	5,032 17	302	16 66.2
215	216	Harwich, . . .	6,115 18	368	16 61.7
244	217	Agawam, . . .	7,601 85	458	16 59.7
234	218	Millbury, . . .	14,266 94	861	16 57.0
280	219	Westport, . . .	8,210 82	496	16 55.4
203	220	Hanson, . . .	3,532 09	214	16 50.5
173	221	Milford, . . .	27,850 65	1,688	16 49.9
258	222	Rutland, . . .	3,413 69	207	16 49.1
228	223	Truro, . . .	2,171 17	132	16 44.8
213	224	Swansea, . . .	4,448 39	272	16 35.4
300	225	Freetown, . . .	3,680 42	226	16 28.5
219	226	Lawrence, . . .	171,253 18	10,527	16 26.7
239	227	Chicopee, . . .	49,946 99	3,072	16 25.8
278	228	Plympton, . . .	974 89	60	16 24.8
340	229	Bernardston, . .	1,639 32	101	16 23.0
223	230	North Adams, . .	73,720 00	4,565	16 14.8
190	231	Easthampton, . .	15,556 28	966	16 10.3
262	232	Rockport, . . .	12,886 52	813	15 85.0
158	233	Sturbridge, . .	5,776 14	365	15 82.5
243	234	Boxborough, . .	854 50	54	15 82.4
266	235	Essex, . . .	4,778 51	302	15 82.2
159	236	Dartmouth, . .	8,998 42	569	15 81.4

175	197	Monson, . . .	581	19 64.0
234	198	Cheshire, . . .	166	19 63.8
272	199	Ashfield, . . .	160	19 55.3
184	200	Hudson, . . .	954	19 55.2
176	201	Newburyport, . .	1,685	19 54.4
224	202	Agawam, . . .	389	19 54.2
289	203	Plympton, . . .	50	19 49.7
163	204	Milford, . . .	1,429	19 48.9
139	205	West Newbury, . .	222	19 45.3
165	206	Billerica, . . .	455	19 45.1
228	207	Rockland, . . .	1,053	19 24.2
232	208	Mansfield, . . .	673	19 21.9
210	209	Sterling, . . .	212	19 15.8
187	210	West Bridgewater, .	263	19 13.3
231	211	Marblehead, . .	1,194	19 08.8
215	212	Hubbardston, . .	189	19 05.8
138	213	West Boylston, . .	443	18 99.0
218	214	Orange, . . .	1,082	18 98.1
220	215	Millbury, . . .	754	18 92.1
136	216	Williamstown, . .	802	18 90.7
252	217	Wareham, . . .	533	18 89.1
265	218	Bellingham, . .	238	18 87.9
246	219	Granby, . . .	128	18 86.5
166	220	Lee, ...	550	18 83.9
226	221	Holbrook, . . .	420	18 75.7
208	222	Easthampton, . .	830	18 74.2
251	223	Gill, ...	94	18 70.0
144	224	Wellfleet, . . .	124	18 61.6
196	225	North Brookfield, .	635	18 58.0
209	226	Hanson, . . .	191	18 49.2
292	227	Shutesbury, . .	48	18 46.3
290	228	Acushnet, . . .	156	18 43.9
225	229	Georgetown, . .	299	18 40.9
154	230	Easton, . . .	998	18 37.2
238	231	Raynham, . . .	203	18 34.2
213	232	Newbury, . . .	198	18 29.0
130	233	Dartmouth, . .	492	18 28.9
233	234	Hampden, . . .	89	18 18.3
212	235	East Bridgewater, .	506	18 12.3
223	236	Swansea, . . .	247	18 00.9

Table showing the comparative amounts of money raised by taxation, etc. — Continued.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.
247	237	Sheffield,	$4,594 41	294	$15 62.7
227	238	Boylston,	1,852 60	119	15 56.8
230	239	Stoughton,	14,729 97	949	15 52.1
241	240	Blackstone,	15,199 15	981	15 49.3
179	241	Wenham,	2,227 39	144	15 46.7
235	242	Adams,	36,914 93	2,395	15 41.3
222	243	Sherborn,	3,471 05	227	15 29.0
248	244	Carlisle,	1,140 21	75	15 20.2
254	245	Colrain,	4,332 07	287	15 09.4
308	246	Blandford,	2,337 01	156	14 98.0
267	247	Bellingham,	4,493 36	300	14 97.7
233	248	Hinsdale,	3,767 21	252	14 94.9
347	249	Alford,	551 30	37	14 90.0
224	250	Lee,	10,361 57	697	14 86.5
245	251	Templeton,	8,827 88	594	14 86.1
326	252	Enfield,	2,769 00	187	14 80.7
292	253	Brimfield,	2,220 39	150	14 80.2
240	254	Oxford,	7,333 64	496	14 78.5
303	255	Shutesbury,	886 25	60	14 77.0
304	256	Chester,	3,908 29	265	14 74.8
309	257	Oakham,	1,293 01	88	14 69.3
259	258	Buckland,	3,905 81	268	14 57.3
314	259	New Salem,	2,014 91	139	14 49.5
283	260	Hardwick,	7,536 98	526	14 32.8
275	261	Gill,	1,757 84	123	14 29.1
232	262	Somerset,	6,014 01	422	14 25.1
249	263	Raynham,	3,723 50	262	14 21.1
185	264	Ashburnham,	5,496 31	388	14 16.5
296	265	Charlton,	4,444 79	316	14 06.5
274	266	Pembroke,	2,695 98	185	14 03.2
246	267	Hadley,	3,476 50	248	14 01.8

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
192	237	Northfield,	243	$18 00.1
262	238	Lakeville,	111	17 98.6
237	239	Medway,	461	17 97.8
198	240	Dudley,	379	17 87.1
91	241	Sunderland,	127	17 73.7
275	242	Templeton,	499	17 69.0
236	243	Harwich,	348	17 57.2
183	244	Ipswich,	697	17 56.3
221	245	Carlisle,	65	17 54.1
254	246	Rockport,	736	17 50.8
216	247	Somerset,	344	17 48.2
286	248	Whately,	78	17 44.0
260	249	Randolph,	671	17 43.6
314	250	Freetown,	214	17 19.8
261	251	Rutland,	199	17 15.4
179	252	Westford,	412	17 11.5
299	253	Monroe,	51	17 10.3
244	254	Ayer,	450	17 09.7
239	255	Sheffield,	269	17 07.9
240	256	Groveland,	423	17 07.7
339	257	Otis,	53	17 07.7
194	258	Washington,	58	17 06.8
219	259	Oxford,	430	17 05.4
235	260	Gloucester,	4,437	16 95.1
279	261	Blackstone,	900	16 88.7
274	262	Seekonk,	197	16 82.2
313	263	Chester,	234	16 70.2
334	264	Tolland,	43	16 34.0
255	265	Truro,	133	16 32.4
227	266	Hatfield,	190	16 28.5
298	267	New Marlborough,	178	16 27.5

265	268	Newburyport,	32,931 72	2,350	14 01.3	270	268	Auburn,	262	16 25.1
291	269	Seekonk,	3,314 03	237	13 98.3	277	269	Hinsdale,	235	16 03.0
311	270	Auburn,	4,257 92	306	13 91.4	302	270	Rowley,	157	15 96.7
261	271	Russell,	1,567 02	113	13 86.7	249	271	Maynard,	588	15 92.7
207	272	Conway,	3,166 31	229	13 82.6	338	272	Bernardston,	103	15 91.5
322	273	Huntington,	4,001 38	290	13 79.7	318	273	Enfield,	174	15 91.3
297	274	Acushnet,	2,876 59	210	13 69.8	287	274	Boxborough,	54	15 82.4
271	275	Amesbury,	22,493 09	1,646	13 66.5	248	275	Sutton,	419	15 77.6
253	276	Millis,	3,325 26	244	13 62.8	322	276	Oakham,	82	15 76.8
279	277	Williamsburg,	4,898 87	360	13 60.7	278	277	Colrain,	275	15 75.2
260	278	Whately,	1,360 34	100	13 60.3	268	278	Greenwich,	67	15 74.7
226	279	Hatfield,	3,094 30	230	13 45.3	303	279	Essex,	304	15 71.8
252	280	Fall River,	288,808 22	21,512	13 42.5	291	280	Shirley,	207	15 70.2
289	281	New Marlborough,	2,897 00	216	13 41.2	267	281	Millis,	212	15 68.5
330	282	Tyringham,	722 99	54	13 38.8	307	282	Becket,	146	15 64.5
339	283	Sandisfield,	1,422 34	107	13 29.2	259	283	Holland,	16	15 62.5
269	284	Ludlow,	7,850 36	597	13 14.9	340	284	Sandisfield,	92	15 46.0
298	285	Warwick,	1,327 36	101	13 14.2	271	285	Pembroke,	169	15 36.0
237	286	Avon,	4,411 42	336	13 12.9	264	286	Provincetown,	770	15 28.2
251	287	Hampden,	1,618 33	124	13 05.1	247	287	Dennis,	430	15 27.4
273	288	Lakeville,	1,996 55	153	13 04.9	281	288	Hadley,	228	15 24.7
272	289	Greenwich,	1,055 06	81	13 02.5	280	289	Charlton,	292	15 22.1
301	290	Tolland,	702 63	54	13 01.1	319	290	Blandford,	154	15 17.5
348	291	Peru,	489 70	38	12 88.6	311	291	Montgomery,	40	15 00.0
321	292	Southampton,	2,260 83	176	12 84.5	256	292	Lanesborough,	121	14 96.8
277	293	Winchendon,	12,239 92	954	12 83.0	284	293	Russell,	105	14 92.4
294	294	Shirley,	3,250 40	256	12 69.6	253	294	Ashburnham,	369	14 89.5
250	295	Charlemont,	2,195 48	173	12 69.0	273	295	Winchendon,	824	14 85.4
287	296	Rowley,	2,506 84	199	12 59.7	269	296	Rochester,	128	14 76.1
336	297	Otis,	905 10	72	12 57.0	312	297	Granville,	161	14 67.1
282	298	North Brookfield,	11,798 79	944	12 49.8	294	298	Avon,	301	14 65.5
293	299	Lanesborough,	1,811 23	145	12 49.1	325	299	Richmond,	119	14 63.1
255	300	Erving,	2,273 17	182	12 48.9	250	300	Buckland,	268	14 57.3
325	301	Becket,	2,284 19	183	12 48.1	330	301	Huntington,	275	14 55.0
341	302	Gosnold,	236 25	19	12 43.4	276	302	Rehoboth,	251	14 54.5
315	303	East Longmeadow,	3,754 22	303	12 39.0	326	303	Southampton,	156	14 50.5
284	304	Rochester,	1,889 45	153	12 34.9	258	304	Brimfield,	154	14 41.8
256	305	Washington,	1,000 00	82	12 19.5	301	305	Eastham,	66	14 39.3
270	306	Granville,	2,362 06	195	12 11.3	283	306	Berlin,	111	14 26.6
299	307	Eastham,	950 00	79	12 02.5	315	307	Tyringham,	51	14 17.6

Table showing the comparative amounts of money raised by taxation, etc. — Concluded.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age. Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
268	308	Salisbury,	$3,141 60	263	$11 94.5	347	308	Peru,	35	$13 99.1
288	309	Halifax,	1,000 00	84	11 90.4	321	309	Conway,	227	13 94.8
295	310	Rehoboth,	3,651 00	310	11 77.7	263	310	Halifax,	72	13 88.8
333	311	Westhampton,	1,176 54	102	11 52.4	305	311	Williamsburg,	360	13 60.7
310	312	Southbridge,	23,533 78	2,065	11 39.6	257	312	Salisbury,	231	13 60.0
312	313	Belchertown,	5,126 33	452	11 34.1	285	313	Mashpee,	56	13 54.8
313	314	Webster,	18,155 27	1,601	11 33.9	245	314	Phillipston,	54	13 48.8
331	315	Richmond,	1,741 19	154	11 30.6	320	315	East Longmeadow,	284	13 21.9
276	316	Chilmark,	461 68	41	11 26.0	293	316	Chilmark,	35	13 19.0
290	317	Hancock,	877 27	79	11 10.4	331	317	Warwick,	101	13 14.2
302	318	Chesterfield,	1,051 75	95	11 07.1	308	318	Egremont,	89	13 03.7
327	319	Prescott,	695 50	63	11 03.9	288	319	Wendell,	61	12 92.8
305	320	Mashpee,	758 69	69	10 99.5	306	320	Chesterfield,	83	12 67.1
225	321	West Stockbridge,	2,072 58	190	10 90.8	296	321	Hancock,	70	12 53.2
264	322	Phillipston,	728 39	67	10 87.1	335	322	Wales,	111	12 51.8
316	323	Heath,	895 55	84	10 66.1	329	323	Westhampton,	94	12 51.6
285	324	Hawley,	762 51	72	10 59.0	332	324	New Salem,	161	12 51.4
319	325	Egremont,	1,160 38	110	10 54.8	341	325	Gosnold,	19	12 43.4
320	326	Sutton,	6,610 18	627	10 54.2	282	326	Hawley,	62	12 29.8
324	327	Windsor,	829 93	80	10 37.4	297	327	Erving,	186	12 22.1
286	328	Montgomery,	600 00	58	10 34.4	316	328	Royalston,	128	12 18.2
338	329	Wales,	1,389 56	135	10 29.3	324	329	Prescott,	58	11 99.2
307	330	Southwick,	1,936 40	193	10 03.3	317	330	Southwick,	165	11 73.5
342	331	Savoy,	869 36	87	9 99.0	309	331	Charlemont,	189	11 61.6
328	332	Dudley,	6,773 45	682	9 93.1	351	332	New Ashford,	10	11 56.2
306	333	Berkley,	1,692 27	176	9 61.5	300	333	Dana,	100	11 44.1
318	334	Berlin,	1,583 59	167	9 48.2	345	334	Savoy,	76	11 43.8
263	335	Dana,	1,144 12	123	9 30.1	327	335	Belchertown,	454	11 29.1
323	336	Royalston,	1,559 36	173	9 01.3	304	336	Berkley,	156	10 84.7
334	337	Wendell,	788 62	88	8 96.1	310	337	Monterey,	70	10 79.6
346	338	Pelham,	668 06	77	8 67.6	295	338	West Stockbridge,	198	10 46.7

332	339	Monterey, . . .	755 75	89	8 49.1	328	339	Windsor, . . .	81	10 24.6
329	340	Cummington, . .	1,261 98	151	8 35.7	333	340	Heath. . . .	91	9 93.7
337	341	Holland, . . .	250 00	30	8 33.3	342	341	Leverett, . . .	105	9 89.6
350	342	Middlefield, . .	700 34	90	7 78.1	336	342	Cummington, . .	135	9 34.8
344	343	Leverett, . . .	1,039 08	137	7 58.4	344	343	Clarksburg, . .	180	9 05.9
317	344	Leyden, . . .	447 03	60	7 45.0	127	344	Rowe, . . .	73	8 71.3
236	345	Rowe, . . .	636 10	88	7 22.8	323	345	Leyden, . . .	52	8 59.6
351	346	New Ashford, . .	115 62	16	7 22.6	346	346	Pelham, . . .	79	8 45.6
335	347	Florida, . . .	611 33	89	6 86.8	337	347	Florida, . . .	83	7 36.5
352	348	Clarksburg, . .	1,630 67	262	6 22.3	352	348	Middlefield, . .	99	7 07.4
281	349	Mount Washington, .	157 15	27	5 82.0	266	349	Mount Washington, .	24	6 54.7
345	350	Plainfield, . . .	393 10	68	5 78.0	350	350	Goshen, . . .	50	6 39.8
343	351	Worthington, . .	654 94	117	5 59.7	348	351	Plainfield, . . .	65	6 04.7
349	352	Goshen, . . .	319 91	60	5 33.1	349	352	Worthington, . .	111	5 90.0
353	353	Gay Head, . .	110 98	36	3 08.2	353	353	Gay Head, . . .	46	2 41.2

GRADUATED TAXATION TABLE.

Table showing for the several towns and cities of the State the comparative amounts of money raised by taxation and expended for the support of public schools per child, as determined (1) by the number of children between five and fifteen years of age in the town or city and (2) by the number of children in the average membership of the public schools.

BARNSTABLE COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Falmouth,	$16,421 86	485	$33 85.9	1	1	Falmouth,	472	$34 79.2
2	2	Barnstable,	19,709 53	633	31 13.6	2	2	Barnstable,	689	28 60.5
6	3	Bourne,	7,072 33	266	26 58.7	4	3	Bourne,	267	26 48.8
9	4	Chatham,	5,170 73	214	24 16.2	5	4	Brewster,	121	23 15.2
3	5	Yarmouth,	4,416 12	183	24 13.1	3	5	Sandwich,	202	22 15.8
7	6	Orleans,	3,816 82	175	21 81.0	9	6	Chatham,	239	21 63.4
4	7	Sandwich,	4,475 98	207	21 62.3	8	7	Orleans,	184	20 74.3
8	8	Wellfleet,	2,308 50	110	20 98.6	6	8	Yarmouth,	214	20 63.6
5	9	Brewster,	2,801 49	134	20 90.6	7	9	Wellfleet,	124	18 61.6
13	10	Provincetown,	11,767 63	621	18 94.9	10	10	Harwich,	348	17 57.2
10	11	Dennis,	6,568 03	352	18 65.9	12	11	Truro,	133	16 32.4
11	12	Harwich,	6,115 18	368	16 61.7	13	12	Provincetown,	770	15 28.2
12	13	Truro,	2,171 17	132	16 44.8	11	13	Dennis,	430	15 27.4
14	14	Eastham,	950 00	79	12 02.5	15	14	Eastham,	66	14 39.3
15	15	Mashpee,	758 69	69	10 99.5	14	15	Mashpee,	56	13 54.8

BERKSHIRE COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Dalton,	$14,148 55	504	$28 07.2	2	1	Dalton,	555	$25 49.2
3	2	Lenox,	13,300 77	543	24 49.4	3	2	North Adams,	2,925	25 20.3
2	3	Stockbridge,	8,722 00	388	22 47.9	7	3	Pittsfield,	3,302	24 49.9

6	4	Pittsfield, . . .	80,896 14	3,892	20 78.5	10	4	Adams, . . .	1,531	24 11.1
7	5	Cheshire, . . .	3,259 93	159	20 52.2	1	5	Stockbridge, . .	366	23 83.0
5	6	Williamstown, . .	15,163 80	783	19 36.6	4	6	Lenox, . . .	567	23 45.8
4	7	Great Barrington, .	17,680 22	950	18 61.0	9	7	Great Barrington, .	881	20 06.8
8	8	North Adams, . .	73,720 00	4,565	16 14.8	28	8	Alford, . . .	28	19 68.9
13	9	Sheffield, . . .	4,594 41	294	15 62.7	11	9	Cheshire, . . .	166	19 63.8
12	10	Adams, . . .	36,914 93	2,395	15 41.3	5	10	Williamstown, . .	802	18 90.7
11	11	Hinsdale, . . .	3,767 21	252	14 94.9	6	11	Lee, ...	550	18 83.9
29	12	Alford, . . .	551 30	37	14 90.0	12	12	Sheffield, . . .	269	17 07.9
9	13	Lee, ...	10,361 57	697	14 86.5	26	13	Otis, ...	53	17 07.7
16	14	New Marlborough, .	2,897 00	216	13 41.2	8	14	Washington, . .	58	17 06.8
22	15	Tyringham, . .	722 99	54	13 38.8	18	15	New Marlborough, .	178	16 27.5
27	16	Sandisfield, . .	1,422 34	107	13 29.2	15	16	Hinsdale, . . .	235	16 03.0
30	17	Peru, ...	489 70	38	12 88.6	19	17	Becket, . . .	146	15 64.5
26	18	Otis, ...	905 10	72	12 57.0	27	18	Sandisfield, . .	92	15 46.0
18	19	Lanesborough, . .	1,811 23	145	12 49.1	13	19	Lanesborough, . .	121	14 96.8
21	20	Becket, . . .	2,284 19	183	12 48.1	23	20	Richmond, . .	119	14 63.1
14	21	Washington, . .	1,000 00	82	12 19.5	22	21	Tyringham, . .	51	14 17.6
23	22	Richmond, . . .	1,741 19	154	11 30.6	31	22	Peru, ...	35	13 99.1
17	23	Hancock, . . .	877 27	79	11 10.4	20	23	Egremont, . . .	89	13 03.7
10	24	West Stockbridge, .	2,072 58	190	10 90.8	17	24	Hancock, . . .	70	12 53.2
19	25	Egremont, . . .	1,160 38	110	10 54.8	32	25	New Ashford, . .	10	11 56.2
20	26	Windsor, . . .	829 93	80	10 37.4	30	26	Savoy, . . .	76	11 43.8
28	27	Savoy, . . .	869 36	87	9 99.0	21	27	Monterey, . . .	70	10 79.6
24	28	Monterey, . . .	755 75	89	8 49.1	16	28	West Stockbridge, .	198	10 46.7
31	29	New Ashford, . .	115 62	16	7 22.6	24	29	Windsor, . . .	81	10 24.6
25	30	Florida, . . .	611 33	89	6 86.8	29	30	Clarksburg, . .	180	9 05.9
32	31	Clarksburg, . .	1,630 67	262	6 22.3	25	31	Florida, . . .	83	7 36.5
15	32	Mount Washington, .	157 15	27	5 82.0	14	32	Mount Washington, .	24	6 54.7

BRISTOL COUNTY.

6	1	Norton, . . .	$5,222 36	243	$21 49.1	1	1	New Bedford, . .	7,541	$25 84.9
3	2	Taunton, . . .	109,332 02	5,131	21 30.8	3	2	Norton, . . .	205	25 47.4
2	3	North Attleborough, .	26,837 68	1,264	21 23.2	2	3	Taunton, . . .	4,594	23 79.8
1	4	Easton, . . .	18,335 33	919	19 95.1	4	4	Fall River, . .	12,805	22 47.6
5	5	Fairhaven, . . .	11,738 18	613	19 14.8	8	5	North Attleborough, .	1,250	21 47.0

BRISTOL COUNTY — Concluded.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
9	6	Mansfield,	$12,934 83	691	$18 71.9	12	6	Westport,	383	$21 43.8
7	7	Attleborough,	38,952 26	2,100	18 54.8	10	7	Fairhaven,	572	20 52.1
8	8	New Bedford,	194,934 23	11,319	17 22.1	6	8	Attleborough,	1,905	20 44.7
10	9	Dighton,	4,597 18	267	17 21.7	9	9	Dighton,	234	19 64.6
15	10	Westport,	8,210 82	496	16 55.4	14	10	Mansfield,	673	19 21.9
11	11	Swansea,	4,448 39	272	16 35.4	18	11	Acushnet,	156	18 43.9
19	12	Freetown,	3,680 42	226	16 28.5	7	12	Easton,	998	18 37.2
4	13	Dartmouth,	8,998 42	569	15 81.4	15	13	Raynham,	203	18 34.2
12	14	Somerset,	6,014 01	422	14 25.1	5	14	Dartmouth,	492	18 28.9
13	15	Raynham,	3,723 50	262	14 21.1	13	15	Swansea,	247	18 00.9
16	16	Seekonk,	3,314 03	237	13 98.3	11	16	Somerset,	344	17 48.2
18	17	Acushnet,	2,876 59	210	13 69.8	20	17	Freetown,	214	17 19.8
14	18	Fall River,	288,808 22	21,512	13 42.5	16	18	Seekonk,	197	16 82.2
17	19	Rehoboth,	3,651 00	310	11 77.7	17	19	Rehoboth,	251	14 54.5
20	20	Berkley,	1,692 27	176	9 61.5	19	20	Berkley,	156	10 84.7

DUKES COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
4	1	Cottage City,	$3,917 55	148	$26 46.9	1	1	Cottage City,	148	$26 46.9
3	2	West Tisbury,	1,179 93	47	25 10.4	4	2	West Tisbury,	48	24 58.1
2	3	Tisbury,	3,434 61	141	24 35.8	2	3	Tisbury,	142	24 18.7
1	4	Edgartown,	3,085 96	152	20 30.2	3	4	Edgartown,	140	22 04.2
6	5	Gosnold,	236 25	19	12 43.4	5	5	Chilmark,	35	13 19.0
5	6	Chilmark,	461 68	41	11 26.0	6	6	Gosnold,	19	12 43.4
7	7	Gay Head,	110 98	36	3 08.2	7	7	Gay Head,	46	2 41.2

ESSEX COUNTY.

1	1	Nahant, . . .	$5,596 77	102	$54 87.0	1	1	Nahant, . . .	110	$50 87.9
2	2	Manchester, . .	11,034 80	357	30 90.9	2	2	Manchester, . .	339	32 55.1
3	3	Swampscott, . .	18,022 85	698	25 82.0	7	3	Swampscott, . .	620	29 06.9
7	4	Beverly, . . .	57,556 48	2,302	25 00.2	6	4	Lynnfield, . . .	105	27 52.7
5	5	Andover, . . .	23,005 87	952	24 16.5	12	5	Beverly, . . .	2,107	27 31.6
16	6	Lynnfield, . . .	2,890 38	122	23 69.1	4	6	Salem, . . .	4,376	26 81.5
4	7	Merrimac, . . .	8,904 54	377	23 61.9	8	7	Haverhill, . . .	4,859	26 52.4
8	8	Boxford, . . .	1,970 72	87	22 65.1	3	8	Boxford, . . .	77	25 59.3
20	9	Topsfield, . . .	3,099 16	138	22 45.7	10	9	Lawrence, . . .	6,768	25 30.3
13	10	Marblehead, . .	22,791 52	1,026	22 21.3	9	10	Lynn, ...	9,328	25 00.9
9	11	Haverhill, . . .	128,884 25	5,842	22 06.1	5	11	Middleton, . . .	103	24 65.2
6	12	Lynn, ...	233,288 59	10,595	22 01.8	11	12	Andover, . . .	987	23 30.8
15	13	North Andover, . .	16,772 32	782	21 44.7	13	13	Merrimac, . . .	389	22 89.0
21	14	Danvers, . . .	28,554 36	1,382	20 66.1	16	14	North Andover, . .	733	22 88.1
26	15	Hamilton, . . .	5,209 89	254	20 51.1	18	15	Amesbury, . .	993	22 63.1
10	16	Saugus, . . .	21,080 37	1,054	20 00.0	21	16	Peabody, . . .	1,718	22 31.4
22	17	Peabody, . . .	38,336 58	1,923	19 93.5	19	17	Methuen, . . .	1,191	21 54.6
11	18	Middleton, . . .	2,539 25	131	19 38.3	20	18	Topsfield, . . .	146	21 22.7
17	19	Salem, . . .	117,346 18	6,188	18 96.3	24	19	Saugus, . . .	994	21 20.7
12	20	West Newbury, . .	4,318 61	229	18 85.8	15	20	Wenham, . . .	106	21 01.3
14	21	Georgetown, . .	5,504 50	299	18 40.9	14	21	Hamilton, . . .	250	20 83.9
24	22	Gloucester, . . .	75,214 58	4,168	18 04.5	25	22	Danvers, . . .	1,410	20 25.1
27	23	Groveland, . . .	7,223 95	408	17 70.5	22	23	Newburyport, . .	1,685	19 54.4
25	24	Methuen, . . .	25,661 93	1,470	17 45.7	17	24	West Newbury, . .	222	19 45.3
18	25	Ipswich, . . .	12,242 00	732	16 72.4	28	25	Marblehead, . .	1,194	19 08.8
19	26	Newbury, . . .	3,621 46	217	16 68.8	27	26	Georgetown, . .	299	18 40.9
28	27	Lawrence, . . .	171,253 18	10,527	16 26.7	26	27	Newbury, . . .	198	18 29.0
29	28	Rockport, . . .	12,886 52	813	15 85.0	23	28	Ipswich, . . .	697	17 56.3
31	29	Essex, . . .	4,778 51	302	15 82.2	31	29	Rockport, . . .	736	17 50.8
23	30	Wenham, . . .	2,227 39	144	15 46.7	30	30	Groveland, . .	423	17 07.7
30	31	Newburyport, . .	32,931 72	2,350	14 01.3	29	31	Gloucester, . .	4,437	16 95.1
33	32	Amesbury, . .	22,493 09	1,646	13 66.5	33	32	Rowley, . . .	157	15 96.7
34	33	Rowley, . . .	2,506 84	199	12 59.7	34	33	Essex, . . .	304	15 71.8
32	34	Salisbury, . . .	3,141 60	263	11 94.5	32	34	Salisbury, . . .	231	13 60.0

FRANKLIN COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Greenfield, . . .	$33,504 87	1,305	$25 67.4	1	1	Greenfield, . . .	1,361	$24 61.7
2	2	Shelburne, . . .	4,864 26	220	22 11.0	4	2	Montague, . . .	1,028	22 39.0
9	3	Ashfield, . . .	3,128 48	153	20 44.7	6	3	Deerfield, . . .	261	21 95.4
5	4	Orange, . . .	20,537 83	1,020	20 13.5	3	4	Shelburne, . . .	233	20 87.6
3	5	Sunderland, . .	2,252 66	118	19 09.0	11	5	Ashfield, . . .	160	19 55.3
6	6	Deerfield, . . .	5,730 13	301	19 03.6	8	6	Orange, . . .	1,082	18 98.1
10	7	Monroe, . . .	872 29	47	18 55.9	10	7	Gill, ...	94	18 70.0
7	8	Northfield, . . .	4,374 37	240	18 22.6	16	8	Shutesbury, . .	48	18 46.3
4	9	Montague, . . .	23,017 13	1,278	18 01.0	7	9	Northfield, . . .	243	18 00.1
25	10	Bernardston, . .	1,639 32	101	16 23.0	2	10	Sunderland, . .	127	17 73.7
13	11	Colrain, . . .	4,332 07	287	15 09.4	14	11	Whately, . . .	78	17 44.0
20	12	Shutesbury, . .	886 25	60	14 77.0	18	12	Monroe, . . .	51	17 10.3
15	13	Buckland, . . .	3,905 81	268	14 57.3	25	13	Bernardston, . .	103	15 91.5
21	14	New Salem, . .	2,014 91	139	14 49.5	12	14	Colrain, . . .	275	15 75.2
17	15	Gill, ...	1,757 84	123	14 29.1	9	15	Buckland, . . .	268	14 57.3
8	16	Conway, . . .	3,166 31	229	13 82.6	20	16	Conway, . . .	227	13 94.8
16	17	Whately, . . .	1,360 34	100	13 60.3	22	17	Warwick, . . .	101	13 14.2
19	18	Warwick, . . .	1,327 36	101	13 14.2	15	18	Wendell, . . .	61	12 92.8
12	19	Charlemont, . .	2,195 48	173	12 69.0	23	19	New Salem, . .	161	12 51.4
14	20	Erving, . . .	2,273 17	182	12 48.9	13	20	Hawley, . . .	62	12 29.8
22	21	Heath, . . .	895 55	84	10 66.1	17	21	Erving, . . .	186	12 22.1
18	22	Hawley, . . .	762 51	72	10 59.0	19	22	Charlemont, . .	189	11 61.6
24	23	Wendell, . . .	788 62	88	8 96.1	24	23	Heath, . . .	91	9 93.7
26	24	Leverett, . . .	1,039 08	137	7 58.4	26	24	Leverett, . . .	105	9 89.6
23	25	Leyden, . . .	447 03	60	7 45.0	5	25	Rowe, . . .	73	8 71.3
11	26	Rowe, . . .	636 10	88	7 22.8	21	26	Leyden, . . .	52	8 59.6

HAMPDEN COUNTY.

1	1	Springfield, . .	$317,954 45	10,251	$31 01.6	2	1	Springfield, . .	9,200	$34 56.0
2	2	Longmeadow, . .	3,343 04	138	24 22.4	1	2	Holyoke, . . .	5,462	33 87.2
3	3	Westfield, . . .	47,031 65	2,101	22 38.5	3	3	Longmeadow, . .	111	30 11.7
6	4	West Springfield, .	27,887 58	1,352	20 62.6	4	4	Westfield, . . .	1,714	27 43.9
5	5	Holyoke, . . .	185,010 87	9,479	19 51.7	5	5	Chicopee, . . .	2,207	22 63.1
4	6	Monson, . . .	11,411 35	586	19 47.5	6	6	Palmer, . . .	1,075	21 32.6
7	7	Palmer, . . .	22,926 32	1,192	19 23.3	10	7	Ludlow, . . .	381	20 60.4
8	8	Wilbraham, . .	4,487 99	255	17 59.9	9	8	West Springfield, .	1,366	20 41.5
10	9	Agawam, . . .	7,601 85	458	16 59.7	7	9	Wilbraham, . .	221	20 30.7
9	10	Chicopee, . . .	49,946 99	3,072	16 25.8	8	10	Monson, . . .	581	19 64.0
20	11	Blandford, . . .	2,337 01	156	14 98.0	11	11	Agawam, . . .	389	19 54.2
16	12	Brimfield, . . .	2,220 39	150	14 80.2	12	12	Hampden, . . .	89	18 18.3
18	13	Chester, . . .	3,908 29	265	14 74.8	18	13	Chester, . . .	234	16 70.2
12	14	Russell, . . .	1,567 02	113	13 86.7	22	14	Tolland. . . .	43	16 34.0
13	15	Ludlow, . . .	7,850 36	597	13 14.9	14	15	Holland, . . .	16	15 62.5
11	16	Hampden, . . .	1,618 33	124	13 05.1	20	16	Blandford, . .	154	15 17.5
17	17	Tolland, . . .	702 63	54	13 01.1	16	17	Montgomery, . .	40	15 00.0
21	18	East Longmeadow, .	3,754 22	303	12 39.0	15	18	Russell, . . .	105	14 92.4
14	19	Granville, . . .	2,362 06	195	12 11.3	17	19	Granville, . . .	161	14 67.1
15	20	Montgomery, . .	600 00	58	10 34.4	13	20	Brimfield, . . .	154	14 41.8
23	21	Wales, . . .	1,389 56	135	10 29.3	21	21	East Longmeadow, .	284	13 21.9
19	22	Southwick, . .	1,936 40	193	10 03.3	23	22	Wales, . . .	111	12 51.8
22	23	Holland, . . .	250 00	30	8 33.3	19	23	Southwick, . .	165	11 73.5

HAMPSHIRE COUNTY.

1	1	Amherst, . . .	$15,894 66	647	$24 56.6	1	1	Northampton, . .	2,396	$26 45.0
4	2	Northampton, . .	63,376 36	2,925	21 66.7	2	2	Ware, ...	1,074	23 99.5
2	3	South Hadley, . .	16,761 41	795	21 08.3	3	3	Amherst, . . .	714	22 26.1
3	4	Granby, . . .	2,414 75	119	20 29.2	4	4	South Hadley . .	769	21 79.6
6	5	Ware, . . .	25,770 95	1,510	17 06.6	7	5	Granby, . . .	128	18 86.5
5	6	Easthampton, . .	15,556 28	966	16 10.3	5	6	Easthampton, . .	830	18 74.2
15	7	Enfield, . . .	2,769 00	187	14 80.7	6	7	Hatfield, . . .	190	16 28.5

HAMPSHIRE COUNTY — CONCLUDED.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
8	8	Hadley,	$3,476 50	248	$14 01.8	12	8	Enfield,	174	$15 91.3
14	9	Huntington,	4,001 38	290	13 79.7	8	9	Greenwich,	67	15 74.7
10	10	Williamsburg,	4,898 87	360	13 60.7	9	10	Hadley,	228	15 24.7
7	11	Hatfield,	3,094 30	230	13 45.3	17	11	Huntington,	275	14 55.0
9	12	Greenwich,	1,055 06	81	13 02.5	14	12	Southampton,	156	14 50.5
13	13	Southampton,	2,260 83	176	12 84.5	10	13	Williamsburg,	360	13 60.7
18	14	Westhampton,	1,176 54	102	11 52.4	11	14	Chesterfield,	83	12 67.1
12	15	Belchertown,	5,126 33	452	11 34.1	16	15	Westhampton,	94	12 51.6
11	16	Chesterfield,	1,051 75	95	11 07.1	13	16	Prescott,	58	11 99.2
16	17	Prescott,	695 50	63	11 03.9	15	17	Belchertown,	454	11 29.1
21	18	Pelham,	668 06	77	8 67.6	18	18	Cummington,	135	9 34.8
17	19	Cummington,	1,261 98	151	8 35.7	19	19	Pelham,	79	8 45.6
23	20	Middlefield,	700 34	90	7 78.1	23	20	Middlefield,	99	7 07.4
20	21	Plainfield,	393 10	68	5 78.0	22	21	Goshen,	50	6 39.8
19	22	Worthington,	654 94	117	5 59.7	20	22	Plainfield,	65	6 04.7
22	23	Goshen,	319 91	60	5 33.1	21	23	Worthington,	111	5 90.0

MIDDLESEX COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Weston,	$11,984 51	241	$49 72.8	1	1	Weston,	230	$52 10.6
5	2	Lexington,	20,071 75	551	36 42.7	2	2	Lincoln,	133	40 54.0
3	3	Melrose,	74,318 11	2,066	35 97.1	11	3	Burlington,	50	40 34.1
2	4	Belmont,	18,988 14	529	35 89.4	3	4	Newton,	5,125	36 47.3
8	5	Lincoln,	5,391 85	153	35 24.0	7	5	Tyngsborough,	77	36 24.4
4	6	Newton,	186,926 23	5,336	35 03.1	4	6	Belmont,	565	33 60.7
25	7	Burlington,	2,017 05	59	34 18.7	5	7	Sudbury,	177	33 17.2
6	8	Sudbury,	5,871 48	173	33 93.9	8	8	Lexington,	622	32 26.9
7	9	Concord,	25,006 75	839	29 80.5	6	9	Watertown,	1,200	30 37.4

9	10	Medford,	97,043 80	3,264	29 73.1	9	10	Malden,	5,465	30 27.0
20	11	Tyngsborough,	2,790 83	95	29 37.7	13	11	Cambridge,	13,816	29 74.1
11	12	Groton,	9,968 14	342	29 14.6	15	12	Melrose,	2,508	29 63.2
10	13	Winchester,	35,070 86	1,262	27 78.9	10	13	Medford,	3,297	29 43.3
14	14	Malden,	165,426 12	6,052	27 33.4	14	14	Concord,	865	28 90.9
12	15	Cambridge,	410,906 82	15,131	27 15.6	12	15	Lowell,	10,623	28 68.1
16	16	Ashland,	6,631 64	247	26 84.8	16	16	Waltham,	2,880	28 19.2
15	17	Littleton,	5,036 18	189	26 64.6	17	17	Arlington,	1,337	27 94.6
19	18	Reading,	22,614 55	853	26 51.1	18	18	Somerville,	9,641	27 00.9
18	19	Framingham,	49,326 69	1,880	26 23.7	21	19	Winchester,	1,318	26 60.9
17	20	Somerville,	260,403 00	10,466	24 88.0	23	20	Groton,	375	26 58.1
23	21	Watertown,	36,448 82	1,466	24 86.2	20	21	Dracut,	416	26 00.5
13	22	Arlington,	37,365 09	1,504	24 84.3	22	22	Littleton,	195	25 82.6
27	23	Hopkinton,	10,256 70	415	24 71.4	24	23	Reading,	876	25 81.5
46	24	Ashby,	2,779 96	114	24 38.5	19	24	Bedford,	179	25 58.0
28	25	Everett,	107,227 68	4,456	24 06.3	31	25	Marlborough,	2,235	25 07.8
22	26	Acton,	6,973 17	293	23 79.9	26	26	Framingham,	1,973	25 00.0
26	27	Bedford,	4,578 91	193	23 72.4	25	27	Acton,	279	24 99.3
21	28	Wayland,	10,302 59	436	23 53.8	29	28	Dunstable,	57	23 73.0
29	29	Stoneham,	22,517 16	960	23 45.5	50	29	Stow,	138	23 42.6
32	30	Natick,	36,443 32	1,577	23 10.9	28	30	Everett,	4,602	23 30.0
33	31	Wakefield,	40,652 08	1,767	23 00.6	33	31	Ashland,	290	22 86.7
36	32	Waltham,	81,195 43	3,778	21 49.1	27	32	Wayland,	451	22 84.3
38	33	Chelmsford,	14,125 62	672	21 02.0	37	33	Wakefield,	1,781	22 82.5
53	34	Stow,	3,232 89	154	20 99.2	36	34	Hopkinton,	450	22 79.2
37	35	Dracut,	10,818 16	516	20 96.5	34	35	Stoneham,	994	22 65.3
34	36	Hudson,	18,653 09	890	20 95.8	48	36	Ashby,	123	22 60.1
30	37	Dunstable,	1,352 65	65	20 81.0	30	37	Sherborn,	154	22 53.9
35	38	Lowell,	304,678 81	14,710	20 71.2	49	38	Chelmsford,	631	22 38.6
39	39	Townsend,	5,340 94	264	20 23.0	38	39	North Reading,	129	21 64.2
44	40	Marlborough,	56,050 18	2,797	20 03.9	32	40	Holliston,	431	21 20.9
40	41	Pepperell,	14,323 90	716	20 00.5	45	41	Natick,	1,740	20 94.4
43	42	Wilmington,	6,116 98	310	19 73.2	39	42	Tewksbury,	392	20 93.3
24	43	Holliston,	9,141 48	471	19 40.8	41	43	Woburn,	2,650	20 51.3
31	44	North Reading,	2,791 83	144	19 38.7	46	44	Pepperell,	701	20 43.3
48	45	Tewksbury,	8,206 01	467	17 57.1	43	45	Townsend,	262	20 38.5
41	46	Billerica,	8,850 32	504	17 56.0	35	46	Wilmington,	307	19 92.5
47	47	Woburn,	54,359 80	3,220	16 88.1	44	47	Hudson,	954	19 55.2
42	48	Westford,	7,051 52	420	16 78.9	40	48	Billerica,	455	19 45.1
45	49	Maynard,	9,365 29	559	16 75.3	47	49	Carlisle,	65	17 54.1

MIDDLESEX COUNTY — CONCLUDED.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
50	50	Ayer, ...	$7,693 68	461	$16 68.9	42	50	Westford, . . .	412	$17 11.5
51	51	Boxborough, . .	854 50	54	15 82.4	51	51	Ayer, ...	450	17 09.7
49	52	Sherborn, . . .	3,471 05	227	15 29.0	52	52	Maynard, . . .	588	15 92.7
52	53	Carlisle, . . .	1,140 21	75	15 20.2	53	53	Boxborough, . .	54	15 82.4
54	54	Shirley, . . .	3,250 40	256	12 69.6	54	54	Shirley, . . .	207	15 70.2

NANTUCKET COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
-	-	Nantucket, . . .	$7,849 85	344	$22 81.9	-	-	Nantucket, . .	369	$21 27.3

NORFOLK COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
2	1	Brookline, . . .	$147,242 39	3,032	$48 56.2	3	1	Brookline, . . .	3,000	$49 08.0
1	2	Milton, . . .	57,431 00	1,198	47 93.9	1	2	Milton, . . .	1,172	49 00.2
3	3	Wellesley, . . .	27,231 65	714	38 13.9	2	3	Wellesley, . . .	672	40 52.3
4	4	Cohasset, . . .	13,196 59	402	32 82.7	5	4	Cohasset, . . .	402	32 82.7
5	5	Dedham, . . .	38,338 21	1,210	31 68.4	4	5	Westwood, . . .	162	30 27.5
7	6	Needham, . . .	16,742 88	592	28 28.1	7	6	Canton, . . .	566	30 24.7
6	7	Westwood, . .	4,904 71	182	26 94.8	6	7	Dedham, . . .	1,274	30 09.2
8	8	Wrentham, . .	11,473 57	445	25 78.3	8	8	Hyde Park, . .	1,620	27 70.0
9	9	Walpole, . . .	14,634 64	592	24 72.0	10	9	Wrentham, . .	437	26 25.5
15	10	Foxborough, . .	12,115 36	492	24 62.4	9	10	Dover, . . .	86	26 06.6
11	11	Braintree, . . .	25,389 29	1,054	24 08.8	15	11	Sharon, . . .	259	25 93.5
20	12	Norwood, . . .	24,088 45	1,070	22 51.2	11	12	Needham, . . .	662	25 29.1

13	13	Weymouth, . .	42,823 89	1,955	21 90.4	12	13	Walpole, . . .	588	24 88.8
14	14	Hyde Park, . .	44,874 63	2,054	21 84.7	14	14	Franklin, . . .	598	24 63.2
12	15	Medfield, . . .	5,060 45	233	21 71.8	13	15	Norfolk, . . .	129	22 78.7
17	16	Sharon, . . .	6,717 35	315	21 32.4	20	16	Foxborough, . .	540	22 43.5
18	17	Canton, . . .	17,120 30	812	21 08.4	17	17	Braintree, . . .	1,140	22 27.1
10	18	Norfolk, . . .	2,939 58	140	20 99.7	16	18	Quincy, . . .	4,705	21 57.2
22	19	Holbrook, . . .	7,878 02	390	20 20.0	19	19	Weymouth, . .	2,029	21 10.5
19	20	Quincy, . . .	101,500 00	5,099	19 90.5	21	20	Stoughton, . .	713	20 65.9
21	21	Medway, . . .	8,287 87	430	19 27.4	18	21	Medfield, . . .	247	20 48.7
23	22	Franklin, . . .	14,730 31	817	18 02.9	22	22	Norwood, . . .	1,199	20 09.0
24	23	Randolph, . . .	11,700 21	652	17 94.5	26	23	Bellingham, . .	238	18 87.9
16	24	Dover, . . .	2,241 71	125	17 93.3	23	24	Holbrook, . . .	420	18 75.7
25	25	Stoughton, . . .	14,729 97	949	15 52.1	24	25	Medway, . . .	461	17 97.8
28	26	Bellingham, . .	4,493 36	300	14 97.7	25	26	Randolph, . . .	671	17 43.6
27	27	Millis, . . .	3,325 26	244	13 62.8	27	27	Millis, . . .	212	15 68.5
26	28	Avon, ...	4,411 42	336	13 12.9	28	28	Avon, . . .	301	14 65.5

PLYMOUTH COUNTY.

1	1	Hull, ...	$6,209 82	163	$38 09.7	1	1	Hull, ...	144	$43 12.3
5	2	Marshfield, . .	7,142 18	234	30 52.2	2	2	Mattapoisett, . .	137	28 74.2
2	3	Hingham, . . .	19,953 45	739	27 00.0	4	3	Marshfield, . .	265	26 95.1
4	4	Abington, . . .	18,495 73	699	26 46.0	6	4	Marion, . . .	130	25 75.0
3	5	Mattapoisett, . .	3,937 67	154	25 56.9	3	5	Hingham, . . .	778	25 64.7
8	6	Marion, . . .	3,347 57	141	23 74.1	9	6	Carver, . . .	147	25 48.0
13	7	Norwell, . . .	5,491 75	232	23 67.1	5	7	Abington, . . .	738	25 06.1
11	8	Carver, . . .	3,745 69	161	23 26.5	12	8	Norwell, . . .	229	23 98.1
15	9	Rockland, . . .	20,262 19	892	22 71.5	10	9	Plymouth, . . .	1,460	22 89.6
7	10	Plymouth, . . .	33,429 27	1,482	22 55.6	8	10	Brockton, . . .	6,486	22 52.7
6	11	Scituate, . . .	8,264 04	367	22 51.7	13	11	Hanover, . . .	308	21 63.4
12	12	Middleborough, . .	22,591 22	1,009	22 38.9	7	12	Scituate, . . .	389	21 24.4
9	13	Bridgewater, . .	15,382 84	696	22 10.1	11	13	Duxbury, . . .	232	21 07.2
17	14	Whitman, . . .	22,503 63	1,044	21 55.5	15	14	Bridgewater, . .	738	20 84.3
14	15	Brockton, . . .	146,110 74	7,055	20 71.0	18	15	Whitman, . . .	1,084	20 75.9
10	16	Hanover, . . .	6,663 31	327	20 37.7	17	16	Kingston, . . .	333	20 54.6
18	17	Kingston, . . .	6,841 88	348	19 66.0	14	17	Middleborough, . .	1,107	20 40.7

PLYMOUTH COUNTY — CONCLUDED.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
16	18	Duxbury,	$4,888 87	264	$18 51.8	27	18	Plympton,	50	$19 49.7
19	19	East Bridgewater,	9,170 45	514	17 84.1	21	19	Rockland,	1,053	19 24.2
22	20	Wareham,	10,069 43	604	16 67.1	16	20	West Bridgewater,	263	19 13.3
20	21	West Bridgewater,	5,032 17	302	16 66.2	22	21	Wareham,	533	18 89.1
21	22	Hanson,	3,532 09	214	16 50.5	19	22	Hanson,	191	18 49.2
25	23	Plympton,	974 89	60	16 24.8	20	23	East Bridgewater,	506	18 12.3
24	24	Pembroke,	2,595 98	185	14 03.2	23	24	Lakeville,	111	17 98.6
23	25	Lakeville,	1,996 55	153	13 04.9	26	25	Pembroke,	169	15 36.0
26	26	Rochester,	1,889 45	153	12 34.9	25	26	Rochester,	128	14 76.1
27	27	Halifax,	1,000 00	84	11 90.4	24	27	Halifax,	72	13 88.8

SUFFOLK COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Boston,	$2,616,101 54	90,144	$29 02.1	1	1	Boston,	79,854	$32 76.1
2	2	Winthrop,	25,970 81	987	26 41.4	2	2	Winthrop,	918	28 29.0
3	3	Revere,	48,447 02	2,097	23 10.3	3	3	Revere,	2,245	21 57.9
4	4	Chelsea,	109,845 80	6,023	18 23.7	4	4	Chelsea,	5,190	21 16.4

WORCESTER COUNTY.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Hopedale,	$10,114 15	253	$39 97.6	1	1	Hopedale,	225	$44 95.1
2	2	Princeton,	3,688 67	128	28 81.7	3	2	Harvard,	130	29 86.1
7	3	Petersham,	2,873 11	109	26 35.8	2	3	Fitchburg,	3,753	29 46.7
5	4	Harvard,	3,882 05	152	25 53.9	6	4	Princeton,	127	29 04.4

8	5	Southborough, . .	7,368 79	293	25 14.9	5	5	Worcester, . . .	17,516	28 46.6
13	6	Shrewsbury, . .	5,947 94	241	24 68.0	10	6	Petersham, . .	103	27 89.4
4	7	Worcester, . . .	498,617 09	20,296	24 56.7	9	7	Paxton, . . .	62	27 27.1
12	8	Barre, ...	7,823 47	332	23 56.4	7	8	Webster, . . .	667	27 21.9
24	9	Bolton, . . .	2,500 40	110	22 73.0	12	9	Southborough, . .	275	26 79.5
6	10	Lancaster, . . .	9,921 70	437	22 70.4	13	10	Southbridge, . .	903	26 06.1
3	11	Westborough, . .	15,025 69	677	22 19.4	4	11	Spencer, . . .	1,128	25 40.0
11	12	Upton, . . .	6,310 39	285	22 14.1	8	12	Lancaster, . . .	403	24 61.9
17	13	Northborough, . .	7,982 91	364	21 93.1	11	13	Barre, . . .	319	24 52.4
9	14	Leicester, . . .	12,948 68	607	21 33.2	17	14	Grafton, . . .	785	23 53.8
16	15	Westminster, . .	4,032 26	191	21 11.1	24	15	Shrewsbury, . .	253	23 50.9
15	16	Leominster, . .	42,829 43	2,037	21 02.5	27	16	Bolton, . . .	108	23 15.1
25	17	Grafton, . . .	18,477 64	893	20 69.1	45	17	Westminster, . .	179	22 52.6
31	18	Paxton, . . .	1,690 82	83	20 37.1	15	18	Westborough, . .	673	22 32.6
14	19	West Boylston, . .	8,412 98	417	20 17.5	31	19	Clinton, . . .	1,960	22 25.4
27	20	Warren, . . .	15,774 76	787	20 04.4	16	20	Leicester, . . .	583	22 21.0
10	21	Mendon, . . .	2,857 41	143	19 98.1	32	21	Northborough, . .	363	21 99.1
19	22	West Brookfield, .	4,312 99	217	19 87.5	21	22	West Brookfield, .	197	21 89.3
20	23	Sterling, . . .	4,061 61	213	19 06.8	23	23	Leominster, . .	1,961	21 84.0
22	24	Gardner, . . .	37,107 39	1,950	19 02.9	20	24	Mendon, . . .	133	21 48.4
28	25	Spencer, . . .	28,652 08	1,522	18 82.5	29	25	Gardner, . . .	1,756	21 13.1
36	26	Brookfield, . . .	9,619 39	511	18 82.4	35	26	Hardwick, . . .	358	21 05.3
37	27	Douglas, . . .	5,665 04	304	18 63.5	30	27	Northbridge, . .	1,102	21 04.9
29	28	Northbridge, . .	23,196 31	1,255	18 48.3	39	28	Lunenburg, . .	193	20 81.4
21	29	Fitchburg, . . .	110,591 41	6,036	18 32.1	33	29	Uxbridge, . . .	570	20 80.8
32	30	Uxbridge, . . .	11,860 82	649	18 27.5	19	30	Sturbridge, . .	278	20 77.7
35	31	Lunenburg, . .	4,017 18.	224	17 93.3	38	31	Holden, . . .	416	20 72.3
18	32	Athol, . . .	19,815 90	1,107	17 90.0	25	32	Upton, . . .	306	20 62.2
34	33	Holden, . . .	8,621 16	482	17 88.6	41	33	Boylston, . . .	90	20 58.4
39	34	Clinton, . . .	43,618 01	2,441	17 86.8	18	34	Athol, . . .	964	20 55.5
38	35	New Braintree, . .	1,403 55	81	17 32.7	14	35	New Braintree, . .	69	20 34.1
33	36	Hubbardston, . .	3,602 00	209	17 23.4	46	36	Douglas, . . .	282	20 08.8
41	37	Millbury, . . .	14,266 94	861	16 57.0	28	37	Warren, . . .	795	19 84.2
26	38	Milford, . . .	27,850 65	1,688	16 49.9	37	38	Brookfield, . .	489	19 67.1
45	39	Rutland, . . .	3,413 69	207	16 49.1	26	39	Milford, . . .	1,429	19 48.9
23	40	Sturbridge, . .	5,776 14	365	15 82.5	40	40	Sterling, . . .	212	19 15.8
40	41	Boylston, . . .	1,852 60	119	15 56.8	42	41	Hubbardston, . .	189	19 05.8
43	42	Blackstone, . .	15,199 15	981	15 49.3	22	42	West Boylston, . .	443	18 99.0
44	43	Templeton, . .	8,827 88	594	14 86.1	44	43	Millbury, . . .	754	18 92.1
42	44	Oxford, . . .	7,333 64	496	14 78.5	34	44	North Brookfield, .	635	18 58.0

WORCESTER COUNTY — CONCLUDED.

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.
52	45	Oakham,	$1,293 01	88	$14 69.3
50	46	Hardwick,	7,536 98	526	14 32.8
30	47	Ashburnham,	5,496 31	388	14 16.5
51	48	Charlton,	4,444 79	316	14 06.5
54	49	Auburn,	4,257 92	306	13 91.4
48	50	Winchendon,	12,239 92	954	12 83.0
49	51	North Brookfield,	11,798 79	944	12 49.8
53	52	Southbridge,	23,533 78	2,065	11 39.6
55	53	Webster,	18,155 27	1,601	11 33.9
47	54	Phillipston,	728 39	67	10 87.1
57	55	Sutton,	6,610 18	627	10 54.2
59	56	Dudley,	6,773 45	682	9 93.1
56	57	Berlin,	1,583 59	167	9 48.2
46	58	Dana,	1,144 12	123	9 30.1
58	59	Royalston,	1,559 36	173	9 01.3

For 1899-1900.	For 1900-1901.	TOWNS AND CITIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
36	45	Dudley,	379	$17 87.1
53	46	Templeton,	499	17 69.0
50	47	Rutland,	199	17 15.4
43	48	Oxford,	430	17 05.4
54	49	Blackstone,	900	16 88.7
51	50	Auburn,	262	16 25.1
48	51	Sutton,	419	15 77.6
59	52	Oakham,	82	15 76.8
55	53	Charlton,	292	15 22.1
49	54	Ashburnham,	369	14 89.5
52	55	Winchendon,	824	14 85.4
56	56	Berlin,	111	14 26.6
47	57	Phillipston,	54	13 48.8
58	58	Royalston,	128	12 18.2
57	59	Dana,	100	11 44.1

GRADUATED TAXATION TABLE.

For 1899-1900.	For 1900-1901.	COUNTIES.	Amount raised by taxation and expended for the support of public schools.	No. of children in town or city between 5 and 15 years of age, Sept. 1, 1900.	Amount raised and expended per child, as determined by the number of children between 5 and 15.	For 1899-1900.	For 1900-1901.	COUNTIES.	Average membership of the public schools.	Amount raised and expended for each child in the average membership of the public schools.
1	1	Suffolk, . . .	$2,800,365 17	99,251	$28 21.4	1	1	Suffolk, . . .	88,207	$31 74.7
2	2	Norfolk, . . .	685,623 07	25,834	26 53.9	2	2	Hampden, . . .	24,263	29 18.4
3	3	Middlesex, . . .	2,363,404 80	94,639	24 97.2	3	3	Norfolk, . . .	24,503	27 98.1
4	4	Barnstable, . .	94,524 06	4,028	23 46.6	4	4	Middlesex, . . .	85,925	27 50.5
6	5	Nantucket, . . .	7,849 85	344	22 81.9	5	5	Worcester, . . .	49,184	24 33.5
5	6	Hampden, . . .	708,098 36	31,257	22 65.4	6	6	Essex, . . .	48,292	23 45.9
7	7	Plymouth, . . .	391,522 86	18,276	21 42.2	7	7	Bristol, . . .	33,420	22 69.0
8	8	Dukes, . . .	12,426 96	584	21 27.9	9	8	Plymouth, . . .	17,781	22 01.9
9	9	Worcester, . . .	1,196,901 73	60,374	19 82.4	12	9	Berkshire, . . .	13,911	21 95.6
10	10	Essex, . . .	1,132,890 76	58,079	19 50.6	10	10	Dukes, . . .	578	21 49.9
11	11	Franklin, . . .	127,709 77	6,974	18 31.2	8	11	Barnstable, . .	4,338	21 78.9
12	12	Hampshire, . .	173,378 80	9,809	17 67.5	11	12	Nantucket, . .	369	21 27.3
13	13	Berkshire, . . .	305,434 61	17,539	17 41.4	13	13	Hampshire, . .	8,589	20 18.6
14	14	Bristol, . . .	758,301 84	47,239	16 05.2	14	14	Franklin, . . .	6,720	19 00.4

AGGREGATE FOR THE STATE.

STATE, ...	$10,758,432 64	474,227	$22 68.6	STATE, ...	406,080	$26 49.3

II. GRADUATED VALUATION TABLE.

A graduated table in which all the towns in the State are numerically arranged according to the proportion of their taxable property appropriated for the support of public schools for the year 1900–1901.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
1	1	West Boylston,	$9 33	29	49	Northbridge,	$6 18
3	2	Warren,	9 04	77	50	Whitman,	6 17
2	3	Spencer,	8 24	54	51	Pepperell,	6 16
7	4	Palmer,	8 13	39	52	E. Bridgewater,	6 14
14	5	Grafton,	7 68	104	53	Randolph,	6 14
8	6	Abington,	7 66	34	54	Sturbridge,	6 11
47	7	Huntington,	7 63	76	55	Marlborough,	6 09
4	8	Wrentham,	7 55	73	56	Natick,	6 08
18	9	Groveland,	7 38	66	57	Malden,	6 06
19	10	Colrain,	7 32	70	58	Bridgewater,	6 06
12	11	Adams,	7 26	115	59	Belchertown,	6 03
9	12	E. Longmeadow,	7 22	94	60	Norton,	6 01
11	13	Merrimac,	7 01	109	61	Hopkinton,	5 99
15	14	Buckland,	6 99	35	62	Dudley,	5 98
27	15	Orange,	6 93	107	63	Bellingham,	5 97
17	16	Orleans,	6 88	61	64	Dighton,	5 95
21	17	Brookfield,	6 88	137	65	Monroe,	5 93
33	18	N. Attleborough,	6 88	55	66	Medway,	5 91
53	19	New Salem,	6 87	57	67	Lee,	5 88
41	20	Gardner,	6 85	65	68	Southbridge,	5 88
90	21	Clarksburg,	6 80	78	69	Leominster,	5 86
5	22	South Hadley,	6 67	87	70	Chatham,	5 84
20	23	Templeton,	6 67	88	71	Foxborough,	5 83
46	24	Tyngsborough,	6 67	198	72	Ashfield,	5 82
13	25	Holden,	6 66	106	73	Melrose,	5 81
24	26	Auburn,	6 57	129	74	Clinton,	5 80
49	27	Mansfield,	6 53	108	75	Middleborough,	5 79
23	28	Granville,	6 50	36	76	Heath,	5 78
16	29	Charlemont,	6 47	71	77	Wilbraham,	5 76
45	30	Holbrook,	6 46	165	78	Chelmsford,	5 76
62	31	Norwell,	6 46	64	79	Somerset,	5 75
32	32	North Brookfield,	6 45	91	80	Saugus,	5 73
30	33	Monson,	6 41	102	81	Everett,	5 73
124	34	Chester,	6 41	67	82	Ashburnham,	5 71
28	35	Weymouth,	6 39	99	83	North Adams,	5 71
51	36	Ashland,	6 38	92	84	Westfield,	5 70
48	37	Rockland,	6 37	25	85	Erving,	5 68
42	38	Provincetown,	6 36	143	86	Blackstone,	5 68
86	39	Millbury,	6 36	171	87	Ashby,	5 68
22	40	Hinsdale,	6 35	80	88	Hubbardston,	5 63
37	41	Truro,	6 33	98	89	Greenfield,	5 61
43	42	Montague,	6 27	68	90	Westminster,	5 59
63	43	Northborough,	6 26	132	91	Framingham,	5 59
38	44	Wayland,	6 24	112	92	Wilmington,	5 58
52	45	Ware,	6 22	74	93	Littleton,	5 57
26	46	Dennis,	6 21	95	94	Sutton,	5 57
40	47	Hudson,	6 21	110	95	Rutland,	5 56
31	48	Holliston,	6 19	69	96	Williamsburg,	5 55

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
210	97	Paxton,	$5 55
79	98	West Brookfield,	5 53
105	99	West Springfield,	5 53
213	100	Savoy,	5 53
136	101	Brimfield,	5 52
44	102	Westford,	5 50
56	103	Georgetown,	5 49
97	104	Attleborough,	5 49
101	105	Walpole,	5 49
127	106	Braintree,	5 47
148	107	Westhampton,	5 47
130	108	Danvers,	5 46
138	109	Agawam,	5 46
60	110	Williamstown,	5 43
103	111	Methuen,	5 43
118	112	Harwich,	5 43
121	113	Hanover,	5 41
83	114	Shelburne,	5 38
168	115	Norwood,	5 38
180	116	Barre,	5 38
122	117	Douglas,	5 37
128	118	Marshfield,	5 37
134	119	Chicopee,	5 37
82	120	Concord,	5 33
123	121	Dalton,	5 33
205	122	Richmond,	5 33
140	123	Pittsfield,	5 31
93	124	Mendon,	5 30
119	125	Sheffield,	5 30
142	126	Avon,	5 30
81	127	Brewster,	5 29
125	128	Dracut,	5 28
111	129	Granby,	5 24
141	130	Brockton,	5 24
147	131	Northampton,	5 24
150	132	Taunton,	5 24
156	133	Uxbridge,	5 23
175	134	Wakefield,	5 23
202	135	Westport,	5 23
225	136	Blandford,	5 23
50	137	Hawley,	5 21
117	138	Easthampton,	5 17
183	139	Wales,	5 17
186	140	Bolton,	5 16
200	141	Shrewsbury,	5 15
116	142	Woburn,	5 14
89	143	Oxford,	5 12
182	144	Reading,	5 12
100	145	Westborough,	5 11
10	146	W. Stockbridge,	5 10
196	147	Tolland,	5 09
131	148	Hanson,	5 08
164	149	Southborough,	5 07
185	150	Fairhaven,	5 06
96	151	Sunderland,	5 04
204	152	Becket,	5 04
145	153	New Marlboro',	5 03
72	154	North Reading,	5 02
149	155	Quincy,	5 00
120	156	Sudbury,	4 99
153	157	Stoughton,	4 97
270	158	Shutesbury,	4 97
113	159	West Newbury,	$4 96
146	160	Amherst,	4 96
152	161	Raynham,	4 96
167	162	Ayer,	4 95
173	163	Somerville,	4 95
189	164	Kingston,	4 95
59	165	Upton,	4 91
157	166	Needham,	4 91
58	167	Norfolk,	4 90
176	168	Medford,	4 90
154	169	Milford,	4 88
223	170	Essex,	4 88
166	171	Haverhill,	4 87
211	172	Hardwick,	4 82
84	173	Ludlow,	4 80
139	174	Hingham,	4 80
114	175	Conway,	4 79
155	176	Athol,	4 76
179	177	Cheshire,	4 76
197	178	Millis,	4 76
144	179	Tewksbury,	4 75
159	180	Leicester,	4 75
201	181	Revere,	4 74
174	182	Townsend,	4 73
178	183	Swansea,	4 72
172	184	Fitchburg,	4 71
194	185	Charlton,	4 71
247	186	Peabody,	4 70
193	187	Gloucester,	4 69
162	188	Winchendon,	4 68
195	189	Northfield,	4 68
236	190	Rockport,	4 64
135	191	Rehoboth,	4 63
190	192	Chelsea,	4 63
85	193	Sandwich,	4 60
161	194	Holyoke,	4 59
133	195	Salisbury,	4 57
217	196	Dunstable,	4 56
160	197	Barnstable,	4 55
177	198	Great Barrington,	4 53
207	199	Andover,	4 53
229	200	Southampton,	4 53
181	201	Lynn,	4 52
239	202	Sterling,	4 52
230	203	Petersham,	4 51
151	204	Berkley,	4 46
170	205	Middleton,	4 45
209	206	Worcester,	4 45
322	207	Sandisfield,	4 44
227	208	Franklin,	4 41
287	209	Acushnet,	4 41
232	210	Maynard,	4 40
208	211	Princeton,	4 39
221	212	Springfield,	4 39
250	213	Boylston,	4 38
252	214	Stoneham,	4 37
297	215	Freetown,	4 36
203	216	Dedham,	4 35
245	217	Cambridge,	4 34
184	218	Lunenburg,	4 32
231	219	Canton,	4 32
235	220	Amesbury,	4 30

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
224	221	Lawrence,	$4 29	282	283	Boxborough,	$3 60
256	222	Lynnfield,	4 29	289	284	Lenox,	3 58
191	223	Plymouth,	4 28	314	285	Beverly,	3 56
240	224	Deerfield,	4 28	275	286	Halifax,	3 54
215	225	Gay Head,	4 27	324	287	Middlefield,	3 51
238	226	Arlington,	4 27	288	288	Hadley,	3 50
188	227	Billerica,	4 26	307	289	Burlington,	3 50
222	228	Montgomery,	4 26	280	290	Marblehead,	3 49
234	229	Lowell,	4 26	266	291	Medfield,	3 47
158	230	Windsor,	4 25	268	292	New Braintree,	3 45
187	231	Cummington,	4 25	267	293	Dartmouth,	3 42
212	232	Hyde Park,	4 25	294	294	Tisbury,	3 40
216	233	Prescott,	4 23	295	295	Watertown,	3 39
226	234	Acton,	4 21	290	296	New Bedford,	3 36
218	235	Edgartown,	4 20	233	297	Monterey,	3 33
228	236	Salem,	4 20	278	298	Newbury,	3 31
249	237	Hampden,	4 19	349	299	Alford,	3 31
264	238	Greenwich,	4 18	285	300	Bourne,	3 30
323	239	Otis,	4 18	313	301	Seekonk,	3 29
339	240	Bernardston,	4 18	244	302	Wendell,	3 28
206	241	Mashpee,	4 16	319	303	Whately,	3 28
251	242	Pembroke,	4 16	316	304	Tyringham,	3 26
259	243	Sherborn,	4 15	308	305	Newburyport,	3 24
248	244	Bedford,	4 14	309	306	Newton,	3 24
254	245	Winchester,	4 13	310	307	Royalston,	3 24
246	246	Carver,	4 12	302	308	Swampscott,	3 22
328	247	Enfield,	4 11	281	309	Russell,	3 19
336	248	Peru,	4 07	300	310	Lancaster,	3 19
269	249	Shirley,	4 06	334	311	Holland,	3 18
277	250	Oakham,	4 06	305	312	Scituate,	3 12
321	251	Stow,	4 06	283	313	Berlin,	3 10
75	252	Florida,	4 04	315	314	Wellesley,	3 04
260	253	Waltham,	4 04	326	315	West Tisbury,	3 04
214	254	Washington,	4 03	291	316	Carlisle,	2 97
241	255	W. Bridgewater,	4 01	298	317	Hancock,	2 97
262	256	Longmeadow,	4 01	320	318	Eastham,	2 96
258	257	Harvard,	4 00	299	319	Duxbury,	2 95
271	258	Wareham,	4 00	342	320	Plympton,	2 94
199	259	North Andover,	3 92	192	321	Wellfleet,	2 91
263	260	Fall River,	3 92	312	322	Boxford,	2 86
219	261	Southwick,	3 90	286	323	Hatfield,	2 83
253	262	Lanesborough,	3 90	330	324	Milton,	2 75
255	263	Warwick,	3 88	318	325	Weston,	2 70
273	264	Lexington,	3 87	292	326	Phillipston,	2 64
243	265	Easton,	3 83	306	327	Stockbridge,	2 64
220	266	Ipswich,	3 77	325	328	Egremont,	2 64
293	267	Leverett,	3 77	311	329	Dover,	2 60
163	268	Dana,	3 73	337	330	Mattapoisett,	2 59
169	269	Westwood,	3 73	332	331	Yarmouth,	2 47
261	270	Chesterfield,	3 72	329	332	Marion,	2 43
279	271	Winthrop,	3 71	344	333	Hopedale,	2 41
237	272	Rochester,	3 66	346	334	Lincoln,	2 40
284	273	Rowley,	3 65	327	335	Cohasset,	2 37
301	274	Groton,	3 65	331	336	Goshen,	2 35
126	275	Webster,	3 64	345	337	Nantucket,	2 35
272	276	Belmont,	3 64	304	338	Plainfield,	2 33
303	277	Sharon,	3 64	335	339	Cottage City,	2 33
6	278	Rowe,	3 62	340	340	Boston,	2 31
257	279	Lakeville,	3 62	341	341	Hamilton,	2 26
296	280	Gill,	3 62	276	342	Leyden,	2 24
265	281	Pelham,	3 60	343	343	Falmouth,	2 23
274	282	Topsfield,	3 60	333	344	Wenham,	2 15

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
347	345	New Ashford, .	$2 13	350	350	Hull, . . .	$1 50
317	346	Worthington, .	2 11	351	351	Manchester, .	1 26
338	347	Chilmark, . .	2 11	352	352	Nahant, . .	1 04
348	348	Brookline, . .	1 88	353	353	Gosnold, . .	1 02
242	349	Mt. Washington,	1 66				

Graduated Valuation Table.

In which all the towns in the respective counties in the State are numerically arranged according to the proportion of their taxable property appropriated for the support of public schools for the year 1900–1901.

BARNSTABLE COUNTY

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
1	1	Orleans, . .	$6 88	9	9	Barnstable, .	$4 55
4	2	Provincetown, .	6 36	11	10	Mashpee, . .	4 16
3	3	Truro, . .	6 33	12	11	Bourne, . .	3 30
2	4	Dennis, . .	6 21	13	12	Eastham, . .	2 96
7	5	Chatham, . .	5 84	10	13	Wellfleet, . .	2 91
8	6	Harwich, . .	5 43	14	14	Yarmouth, .	2 47
5	7	Brewster, . .	5 29	15	15	Falmouth, . .	2 23
6	8	Sandwich, . .	4 60				

BERKSHIRE COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
2	1	Adams, . .	$7 26	27	17	Sandisfield, .	$4 44
7	2	Clarksburg, .	6 80	13	18	Windsor, . .	4 25
3	3	Hinsdale, . .	6 35	28	19	Otis, . . .	4 18
4	4	Lee, . . .	5 88	30	20	Peru, . . .	4 07
8	5	North Adams, .	5 71	6	21	Florida, . .	4 04
18	6	Savoy, . .	5 53	19	22	Washington, .	4 03
5	7	Williamstown, .	5 43	22	23	Lanesborough, .	3 90
10	8	Dalton, . .	5 33	23	24	Lenox, . .	3 58
17	9	Richmond, .	5 33	20	25	Monterey, . .	3 33
11	10	Pittsfield, . .	5 31	32	26	Alford, . .	3 31
9	11	Sheffield, . .	5 30	26	27	Tyringham, .	3 26
1	12	W. Stockbridge,	5 10	24	28	Hancock, . .	2 97
16	13	Becket, . .	5 04	25	29	Stockbridge, .	2 64
12	14	New Marlboro', .	5 03	29	30	Egremont, . .	2 64
15	15	Cheshire, . .	4 76	31	31	New Ashford, .	2 13
14	16	Great Barrington,	4 53	21	32	Mt. Washington,	1 66

BRISTOL COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
1	1	N. Attleborough,	$6 88	6	6	Attleborough, .	$5 49
2	2	Mansfield, . .	6 53	8	7	Taunton, . .	5 24
5	3	Norton, . .	6 01	13	8	Westport, . .	5 23
3	4	Dighton, . .	5 95	12	9	Fairhaven, .	5 06
4	5	Somerset, . .	5 75	10	10	Raynham, . .	4 96

BRISTOL COUNTY — CONCLUDED.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
11	11	Swansea, . .	$4 72	15	16	Fall River, .	$3 92
7	12	Rehoboth, . .	4 63	14	17	Easton, . .	3 83
9	13	Berkley, . .	4 46	16	18	Dartmouth, .	3 42
17	14	Acushnet, . .	4 41	18	19	New Bedford, .	3 36
19	15	Freetown, . .	4 36	20	20	Seekonk, . .	3 29

DUKES COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
1	1	Gay Head, .	$4 27	5	5	Cottage City, .	$2 33
2	2	Edgartown, .	4 20	6	6	Chilmark, . .	2 11
3	3	Tisbury, . .	3 40	7	7	Gosnold, . .	1 02
4	4	West Tisbury, .	3 04				

ESSEX COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
2	1	Groveland, .	$7 38	17	18	Lawrence, . .	$4 29
1	2	Merrimac, . .	7 01	22	19	Lynnfield, . .	4 29
4	3	Saugus, . .	5 73	18	20	Salem, . .	4 20
3	4	Georgetown, .	5 49	13	21	North Andover,	3 92
7	5	Danvers, . .	5 46	15	22	Ipswich, . .	3 77
5	6	Methuen, . .	5 43	26	23	Rowley, . .	3 65
6	7	West Newbury,	4 96	23	24	Topsfield, . .	3 60
16	8	Essex, . .	4 88	30	25	Beverly, . .	3 56
9	9	Haverhill, . .	4 87	25	26	Marblehead, .	3 49
21	10	Peabody, . .	4 70	24	27	Newbury, . .	3 31
12	11	Gloucester, .	4 69	28	28	Newburyport, .	3 24
20	12	Rockport, . .	4 64	27	29	Swampscott, .	3 22
8	13	Salisbury, . .	4 57	29	30	Boxford, . .	2 86
14	14	Andover, . .	4 53	32	31	Hamilton, . .	2 26
11	15	Lynn, . .	4 52	31	32	Wenham, . .	2 15
10	16	Middleton, .	4 45	33	33	Manchester, .	1 26
19	17	Amesbury, .	4 30	34	34	Nahant, . .	1 04

FRANKLIN COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
4	1	Colrain, . .	$7 32	12	14	Sunderland, .	$5 04
2	2	Buckland, . .	6 99	21	15	Shutesbury, .	4 97
6	3	Orange, . .	6 93	14	16	Conway, . .	4 79
10	4	New Salem, .	6 87	16	17	Northfield, .	4 68
3	5	Charlemont, .	6 47	18	18	Deerfield, . .	4 28
8	6	Montague, . .	6 27	26	19	Bernardston, .	4 18
15	7	Monroe, . .	5 93	20	20	Warwick, . .	3 88
17	8	Ashfield, . .	5 82	23	21	Leverett, . .	3 77
7	9	Heath, . .	5 78	1	22	Rowe, . .	3 62
5	10	Erving, . .	5 68	24	23	Gill, . . .	3 62
13	11	Greenfield, .	5 61	19	24	Wendell, . .	3 28
11	12	Shelburne, .	5 38	25	25	Whately, . .	3 28
9	13	Hawley, . .	5 21	22	26	Leyden, . .	2 24

HAMPDEN COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
1	1	Palmer, . .	$8 13	14	13	Wales, . .	$5 17
2	2	E. Longmeadow,	7 22	15	14	Tolland, . .	5 09
3	3	Granville, . .	6 50	6	15	Ludlow, . .	4 80
4	4	Monson, . .	6 41	13	16	Holyoke, . .	4 59
9	5	Chester, . .	6 41	17	17	Springfield, .	4 39
5	6	Wilbraham, .	5 76	18	18	Montgomery, .	4 26
7	7	Westfield, . .	5 70	20	19	Hampden, . .	4 19
8	8	West Springfield,	5 53	21	20	Longmeadow, .	4 01
11	9	Brimfield, . .	5 52	16	21	Southwick, .	3 90
12	10	Agawam, . .	5 46	22	22	Russell, . .	3 19
10	11	Chicopee, . .	5 37	23	23	Holland, . .	3 18
19	12	Blandford, . .	5 23				

HAMPSHIRE COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
2	1	Huntington, .	$7 63	12	13	Prescott, . .	$4 23
1	2	South Hadley, .	6 67	15	14	Greenwich, .	4 18
3	3	Ware, . .	6 22	22	15	Enfield, . .	4 11
6	4	Belchertown, .	6 03	14	16	Chesterfield, .	3 72
4	5	Williamsburg, .	5 55	16	17	Pelham, . .	3 60
10	6	Westhampton, .	5 47	21	18	Middlefield, .	3 51
5	7	Granby, . .	5 24	18	19	Hadley, . .	3 50
9	8	Northampton, .	5 24	17	20	Hatfield, . .	2 83
7	9	Easthampton, .	5 17	23	21	Goshen, . .	2 35
8	10	Amherst, . .	4 96	19	22	Plainfield, . .	2 33
13	11	Southampton, .	4 53	20	23	Worthington, .	2 11
11	12	Cummington, .	4 25				

MIDDLESEX COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
5	1	Tyngsborough,	$6 67	30	23	Reading, . .	$5 12
6	2	Ashland, . .	6 38	9	24	North Reading, .	5 02
2	3	Wayland, . .	6 24	19	25	Sudbury, . .	4 99
3	4	Hudson, . .	6 21	24	26	Ayer, . . .	4 95
1	5	Holliston, . .	6 19	26	27	Somerville, .	4 95
7	6	Pepperell, . .	6 16	29	28	Medford, . .	4 90
12	7	Marlborough, .	6 09	22	29	Tewksbury, .	4 75
10	8	Natick, . .	6 08	27	30	Townsend, .	4 73
8	9	Malden, . .	6 06	32	31	Dunstable, .	4 56
16	10	Hopkinton, .	5 99	34	32	Maynard, . .	4 40
15	11	Melrose, . .	5 81	39	33	Stoneham, . .	4 37
23	12	Chelmsford, .	5 76	37	34	Cambridge, .	4 34
14	13	Everett, . .	5 73	36	35	Arlington, . .	4 27
25	14	Ashby, . .	5 68	31	36	Billerica, . .	4 26
21	15	Framingham, .	5 59	35	37	Lowell, . .	4 26
17	16	Wilmington, .	5 58	33	38	Acton, . .	4 21
11	17	Littleton, . .	5 57	41	39	Sherborn, . .	4 15
4	18	Westford, . .	5 50	38	40	Bedford, . .	4 14
13	19	Concord, . .	5 33	40	41	Winchester, .	4 13
20	20	Dracut, . .	5 28	43	42	Shirley, . .	4 06
28	21	Wakefield, .	5 23	53	43	Stow, . . .	4 06
18	22	Woburn, . .	5 14	42	44	Waltham, . .	4 04

MIDDLESEX COUNTY — CONCLUDED.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
45	45	Lexington,	$3 87	48	50	Watertown,	$3 39
49	46	Groton,	3 65	51	51	Newton,	3 24
44	47	Belmont,	3 64	47	52	Carlisle,	2 97
46	48	Boxborough,	3 60	52	53	Weston,	2 70
50	49	Burlington,	3 50	54	54	Lincoln,	2 40

NANTUCKET COUNTY.

		Nantucket,	$2 35

NOKFOLK COUNTY.

1	1	Wrentham,	$7 55	5	15	Norfolk,	$4 90
3	2	Holbrook,	6 46	17	16	Millis,	4 76
2	3	Weymouth,	6 39	20	17	Franklin,	4 41
8	4	Randolph,	6 14	18	18	Dedham,	4 35
9	5	Bellingham,	5 97	21	19	Canton,	4 32
4	6	Medway,	5 91	19	20	Hyde Park,	4 25
6	7	Foxborough,	5 83	16	21	Westwood,	3 73
7	8	Walpole,	5 49	23	22	Sharon,	3 64
10	9	Braintree,	5 47	22	23	Medfield,	3 47
15	10	Norwood,	5 38	25	24	Wellesley,	3 04
11	11	Avon,	5 30	27	25	Milton,	2 75
12	12	Quincy,	5 00	24	26	Dover,	2 60
13	13	Stoughton,	4 97	26	27	Cohasset,	2 37
14	14	Needham,	4 91	28	28	Brookline,	1 88

PLYMOUTH COUNTY.

1	1	Abington,	$7 66	18	15	Pembroke,	$4 16
4	2	Norwell,	6 46	17	16	Carver,	4 12
3	3	Rockland,	6 37	16	17	W. Bridgewater,	4 01
6	4	Whitman,	6 17	20	18	Wareham,	4 00
2	5	East Bridgewater,	6 14	15	19	Rochester,	3 66
5	6	Bridgewater,	6 06	19	20	Lakeville,	3 62
7	7	Middleborough,	5 79	21	21	Halifax,	3 54
8	8	Hanover,	5 41	23	22	Scituate,	3 12
9	9	Marshfield,	5 37	22	23	Duxbury,	2 95
12	10	Brockton,	5 24	26	24	Plympton,	2 94
10	11	Hanson,	5 08	25	25	Mattapoisett,	2 59
13	12	Kingston,	4 95	24	26	Marion,	2 43
11	13	Hingham,	4 80	27	27	Hull,	1 50
14	14	Plymouth,	4 28				

SUFFOLK COUNTY.

2	1	Revere,	$4 74	3	3	Winthrop,	$3 71
1	2	Chelsea,	4 63	4	4	Boston,	2 31

WORCESTER COUNTY.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	TOWNS AND CITIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.
1	1	West Boylston,	$9 33	42	31	Bolton, . .	$5 16
3	2	Warren, . .	9 04	44	32	Shrewsbury, .	5 15
2	3	Spencer, . .	8 24	23	33	Oxford, . .	5 12
5	4	Grafton, . .	7 68	26	34	Westborough, .	5 11
7	5	Brookfield, .	6 88	38	35	Southborough, .	5 07
13	6	Gardner, . .	6 85	14	36	Upton, . .	4 91
6	7	Templeton, .	6 67	32	37	Milford, . .	4 88
4	8	Holden, . .	6 66	48	38	Hardwick, . .	4 82
8	9	Auburn, . .	6 57	33	39	Athol, . .	4 76
10	10	North Brookfield,	6 45	35	40	Leicester, . .	4 75
22	11	Millbury, . .	6 36	39	41	Fitchburg, . .	4 71
15	12	Northborough, .	6 26	43	42	Charlton, . .	4 71
9	13	Northbridge, .	6 18	36	43	Winchendon, .	4 68
11	14	Sturbridge, .	6 11	50	44	Sterling, . .	4 52
12	15	Dudley, . .	5 98	49	45	Petersham, .	4 51
16	16	Southbridge, .	5 88	46	46	Worcester, .	4 45
19	17	Leominster, .	5 86	45	47	Princeton, . .	4 39
30	18	Clinton, . .	5 80	51	48	Boylston, . .	4 38
17	19	Ashburnham, .	5 71	41	49	Lunenburg, .	4 32
31	20	Blackstone, .	5 68	54	50	Oakham, . .	4 06
21	21	Hubbardston, .	5 63	52	51	Harvard, . .	4 00
18	22	Westminster, .	5 59	37	52	Dana, . .	3 73
25	23	Sutton, . .	5 57	29	53	Webster, . .	3 64
27	24	Rutland, . .	5 56	53	54	New Braintree, .	3 45
47	25	Paxton, . .	5 55	58	55	Royalston, . .	3 24
20	26	West Brookfield,	5 53	57	56	Lancaster, . .	3 19
40	27	Barre, . .	5 38	55	57	Berlin, . .	3 10
28	28	Douglas, . .	5 37	56	58	Phillipston, .	2 64
24	29	Mendon, . .	5 30	59	59	Hopedale, . .	2 41
34	30	Uxbridge, . .	5 23				

Graduated Valuation Table.

Showing the different counties in the State, numerically arranged, according to the proportion of their taxable property appropriated for the support of public schools for the year 1900–1901.

For 1899-1900, by the State valuation of 1899.	For 1900-1901, by the State valuation of 1900.	COUNTIES.	Amount appropriated to the support of public schools for each thousand dollars of valuation.	Amount raised by local taxation and expended for the support of public schools, being the total expenditure for such support diminished by contributions from other sources than local taxation.	Valuation of 1900.
1	1	**Franklin**, . . .	$5 61	$127,709 77	$22,748,602
2	2	Hampshire, . .	5 23	173,378 80	33,120,718
3	3	Berkshire, . . .	5 19	305,434 61	58,834,603
4	4	Worcester, . . .	4 93	1,196,901 73	242,636,404
5	5	Plymouth, . . .	4 84	391,522 86	80,752,747
6	6	Hampden, . . .	4 75	708,098 36	148,764,777
7	7	Middlesex, . . .	4 58	2,363,404 80	515,948,884
8	8	Essex, . . .	4 19	1,132,890 76	270,288,140
10	9	Bristol, . . .	4 10	758,301 84	184,540,613
9	10	Barnstable, . . .	3 90	94,524 06	24,206,471
11	11	Norfolk, . . .	3 26	658,623 07	201,551,105
12	12	Dukes, . . .	2 89	12,426 96	4,285,583
13	13	Suffolk, . . .	2 39	2,800,365 17	1,170,103,267
14	14	Nantucket, . . .	2 35	7,849 85	3,338,033

AGGREGATE FOR THE STATE.

State, ...	$3 63	$10,758,432 64	$2,961,119,947

III. GRADUATED ATTENDANCE TABLE.

In which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE *of the children upon the public schools for the year 1900–1901.*

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	Melrose,	2,066	2,365	1.14-47	41	Easton,	919	908	.98-80
2	Provincetown,	621	709	1.14-17	42	Abington,	699	690	.98-71
3	Dennis,	352	399	1.13-35	43	Upton,	285	281	.98-59
4	Ashland,	247	273	1.10-52	44	Bridgewater,	696	685	.98-41
5	Rockland,	892	974	1.09-19	45	West Boylston,	417	409	.98-08
6	Yarmouth,	183	199	1.08-74	46	Braintree,	1,054	1,032	.97-91
7	Marblehead,	1,026	1,094	1.06-62	47	Stoneham,	960	939	.97-81
8	Marshfield,	234	248	1.05-98	48	Everett,	4,456	4,347	.97-55
9	Natick,	1,577	1,646	1.04-31	49	Scituate,	367	358	.97-54
10	Heath,	84	87	1.03-57	50	Gay Head,	36	35	.97-22
11	Lexington,	551	570	1.03-44	51	Topsfield,	138	134	.97-10
12	Gloucester,	4,168	4,292	1.02-97	52	Granby,	119	115	.96-63
13	Norwood,	1,070	1,100	1.02-80	53	Revere,	2,097	2,026	.96-61
14	Medway,	430	442	1.02-79	54	Whitman,	1,044	1,007	.96-45
15	Wellfleet,	110	113	1.02-72	55	Wayland,	436	420	.96-33
16	Foxborough,	492	503	1.02-23	56	Framingham,	1,880	1,808	.96-17
17	Middlefield,	90	92	1.02-22	57	Belmont,	529	508	.96-03
18	Dalton,	504	515	1.02-18	58	Littleton,	189	181	.95-76
19	Groton,	342	349	1.02-04	59	Merrimac,	377	361	.95-75
20	Needham,	592	603	1.01-85	60	Nantucket,	344	329	.95-63
21	Sunderland,	118	120	1.01-69	61	Groveland,	408	390	.95-58
22	Hopkinton,	415	422	1.01-68	62	Winchester,	1,262	1,206	.95-56
23	Barnstable,	633	640	1.01-10	63	Reading,	853	815	.95-54
24	Hingham,	739	747	1.01-08	64	Andover,	952	909	.95-48
25	Shelburne,	220	222	1.00-90	65	Orleans,	175	167	.95-42
26	Ashby,	114	115	1.00-87	66	Williamstown,	783	746	.95-27
27	Amherst,	647	652	1.00-77	67	Nahant,	102	97	.95-09
28	New Salem,	139	140	1.00-71	68	Erving,	182	173	.95-05
29	Middleborough,	1,009	1,016	1.00-69	69	Greenfield,	1,305	1,238	.94-86
30	Ashfield,	153	154	1.00-65	70	Sudbury,	173	164	.94-79
31	Bourne,	266	267	1.00-37	71	Truro,	132	125	.94-69
32	Weymouth,	1,955	1,959	1.00-20	72	Cottage City,	148	140	.94-59
33	Chatham,	214	214	1.00-00	73	Wakefield,	1,767	1,669	.94-45
34	Monroe,	47	47	1.00-00	74	Boxborough,	54	51	.94-44
35	Charlemont,	173	173	1.00-00	75	Randolph,	652	615	.94-32
36	Orange,	1,020	1,019	.99-90	76	Danvers,	1,382	1,301	.94-13
37	Maynard,	559	558	.99-82	77	Cohasset,	402	378	.94-02
38	Hudson,	890	885	.99-43	78	Medfield,	233	219	.93-99
39	Holbrook,	390	387	.99-23	79	Shrewsbury,	241	226	.93-77
40	Dedham,	1,210	1,199	.99-09	80	Buckland,	268	251	.93-65

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
81	Concord,	839	784	.93-44
82	Warren,	787	735	.93-39
83	Westborough,	677	631	.93-20
84	Cheshire,	159	148	.93-08
85	Tisbury,	141	131	.92-90
86	Townsend,	264	245	.92-80
87	E. Bridgewater,	514	476	.92-60
88	Pelham,	77	71	.92-20
89	Lenox,	543	498	.91-71
90	Wilmington,	310	284	.91-61
91	West Tisbury,	47	43	.91-48
92	Princeton,	128	117	.91-40
93	Medford,	3,264	2,982	.91-36
94	Georgetown,	299	273	.91-30
95	Monson,	586	534	.91-12
96	Sterling,	213	194	.91-07
97	N. Attleboro',	1,264	1,150	.90-98
98	W. Springfield,	1,352	1,230	.90-97
99	Barre,	332	302	.90-96
100	Plymouth,	1,482	1,346	.90-82
101	Sandwich,	207	188	.90-82
102	Ayer,	461	418	.90-67
103	Brimfield,	150	136	.90-66
104	Hamilton,	254	230	.90-55
105	Walpole,	592	536	.90-54
106	Northfield,	240	217	.90-41
107	Brookline,	3,032	2,742	.90-40
108	Conway,	229	207	.90-39
109	Milton,	1,198	1,081	.90-23
110	Weston,	241	217	.90-04
111	W.Stockbridge,	190	171	.90-00
112	Norwell,	232	208	.89-65
113	Wrentham,	445	397	.89-21
114	Ashburnham,	388	346	.89-17
115	Williamsburg,	360	321	.89-16
116	Leominster,	2,037	1,816	.89-15
117	Blandford,	156	139	.89-10
118	Bolton,	110	98	.89-09
119	Essex,	302	269	.89-07
120	Mansfield,	691	615	.89-00
121	Pepperell,	716	635	.88-68
122	Kingston,	348	308	.88-50
123	Plainfield,	68	60	.88-23
124	Warwick,	101	89	.88-11
125	Hinsdale,	252	222	.88-09
126	Brookfield,	511	449	.87-86
127	Westford,	420	369	.87-85
128	Newton,	5,336	4,678	.87-66
129	Florida,	89	78	.87-64
130	Oakham,	88	77	.87-50
131	Windsor,	80	70	.87-50
132	Holliston,	471	412	.87-47
133	South Hadley,	795	695	.87-42
134	Ipswich,	732	639	.87-29
135	Stow,	154	134	.87-01
136	Manchester,	357	310	.86-83
137	Northborough,	364	316	.86-81
138	Somerville,	10,466	9,052	.86-48
139	Rutland,	207	179	.86-47
140	North Andover,	782	676	.86-44
141	Wellesley,	714	617	.86-41
142	Quincy,	5,099	4,403	.86-35
143	Saugus,	1,054	910	.86-33
144	Westhampton,	102	88	.86-27
145	Petersham,	109	94	.86-23
146	Falmouth,	485	418	.86-18
147	Bernardston,	101	87	.86-13
148	Colrain,	287	247	.86-06
149	Acton,	293	252	.86-00
150	Huntington,	290	249	.85-86
151	Prescott,	63	54	.85-71
152	Hanover,	327	280	.85-62
153	Belchertown,	452	387	.85-61
154	Mendon,	143	122	.85-31
155	Rockport,	813	693	.85-23
156	Marion,	141	120	.85-10
157	Fairhaven,	613	521	.84-99
158	Westminster,	191	162	.84-81
159	E. Longm'dow,	303	257	.84-81
160	Worthington,	117	99	.84-61
161	Stockbridge,	388	328	.84-53
162	Leicester,	607	513	.84-51
163	Harwich,	368	311	.84-51
164	Brewster,	134	113	.84-32
165	West Newbury,	229	193	.84-27
166	Gosnold,	19	16	.84-21
167	Edgartown,	152	129	.84-21
168	Winthrop,	987	831	.84-19
169	Palmer,	1,192	1,002	.84-06
170	Billerica,	504	423	.83-92
171	W. Brookfield,	217	182	.83-87
172	Hadley,	248	208	.83-87
173	Cambridge,	15,131	12,684	.83-82
174	Malden,	6,052	5,068	.83-74
175	Beverly,	2,302	1,926	.83-66
176	Southborough,	293	245	.83-61
177	Westwood,	182	152	.83-51
178	Lancaster,	437	364	.83-27
179	Hubbardston,	209	174	.83-25
180	Carver,	161	134	.83-22
181	Hopedale,	253	210	.83-00
182	Bedford,	193	160	.82-90
183	Norfolk,	140	116	.82-85
184	Springfield,	10,251	8,491	.82-83
185	Hull,	163	135	.82-82
186	Cummington,	151	125	.82-78
187	Freetown,	226	187	.82-74
188	Chelmsford,	672	556	.82-73
189	Pembroke,	185	153	.82-70
190	Chester,	265	219	.82-64
191	Arlington,	1,504	1,242	.82-57
192	Northbridge,	1,255	1,034	.82-39
193	Blackstone,	981	807	.82-26
194	Wareham,	604	496	.82-11
195	Taunton,	5,131	4,204	.81-93
196	Gardner,	1,950	1,597	.81-89
197	Avon,	336	275	.81-84
198	Enfield,	187	153	.81-81
199	Swampscott,	698	570	.81-66
200	Brockton,	7,055	5,757	.81-60

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
201	Lynn,	10,595	8,616	.81-32
202	Swansea,	272	221	.81-25
203	Attleborough,	2,100	1,705	.81-19
204	W. Bridgewater,	302	245	.81-12
205	Athol,	1,107	897	.81-02
206	Gt. Barrington,	950	767	.80-73
207	Millbury,	861	694	.80-60
208	Russell,	113	91	.80-53
209	Chilmark,	41	33	.80-48
210	Milford,	1,688	1,358	.80-45
211	Boxford,	87	70	.80-45
212	Uxbridge,	649	521	.80-27
213	New Braintree,	81	65	.80-24
214	Newbury,	217	174	.80-18
215	Southampton,	176	141	.80-11
216	Dunstable,	65	52	.80-00
217	Douglas,	304	243	.79-93
218	Peabody,	1,923	1,535	.79-82
219	Dighton,	267	213	.79-77
220	Chelsea,	6,023	4,803	.79-74
221	Lincoln,	153	122	.79-73
222	Burlington,	59	47	.79-66
223	Tyringham,	54	43	.79-62
224	Hatfield,	230	183	.79-56
225	Millis,	244	194	.79-50
226	Hanson,	214	170	.79-43
227	Charlton,	316	251	.79-43
228	Winchendon,	954	757	.79-34
229	Boston,	90,144	71,414	.79-22
230	Mattapoisett,	154	122	.79-22
231	Grafton,	893	707	.79-17
232	Hawley,	72	57	.79-16
233	Chesterfield,	95	75	.78-94
234	Easthampton,	966	762	.78-88
235	Salisbury,	263	207	.78-70
236	Carlisle,	75	59	.78-66
237	Sheffield,	294	231	.78-57
238	Wilbraham,	255	200	.78-43
239	Holden,	482	378	.78-42
240	Leyden,	60	47	.78-33
241	Harvard,	152	119	.78-28
242	Savoy,	87	68	.78-16
243	Lunenburg,	224	175	.78-12
244	Duxbury,	264	206	.78-03
245	Worcester,	20,296	15,836	.78-02
246	Pittsfield,	3,892	3,031	.77-87
247	Lynnfield,	122	95	.77-86
248	Greenwich,	81	63	.77-77
249	North Reading,	144	112	.77-77
250	Oxford,	496	385	.77-62
251	Halifax,	84	65	.77-38
252	Rowe,	88	68	.77-27
253	Auburn,	306	236	.77-12
254	Northampton,	2,925	2,246	.76-78
255	Goshen,	60	46	.76-66
256	Woburn,	3,220	2,466	.76-58
257	Haverhill,	5,842	4,460	.76-34
258	Agawam,	458	349	.76-20
259	Montague,	1,278	973	.76-13
260	Dartmouth,	569	433	.76-09
261	Eastham,	79	60	.75-94
262	Hancock,	79	60	.75-94
263	Sandisfield,	107	81	.75-70
264	Templeton,	594	448	.75-42
265	Watertown,	1,466	1,105	.75-37
266	Clinton,	2,441	1,839	.75-33
267	Westfield,	2,101	1,579	.75-15
268	Southwick,	193	145	.75-12
269	Berkley,	176	132	.75-00
270	Sharon,	315	236	.74-92
271	Methuen,	1,470	1,094	.74-42
272	Deerfield,	301	223	.74-08
273	Wales,	135	100	.74-07
274	Mt. Washington,	27	20	.74-07
275	Dana,	123	91	.73-98
276	Bellingham,	300	221	.73-66
277	Hyde Park,	2,054	1,512	.73-61
278	Tewksbury,	467	342	.73-23
279	Longmeadow,	138	101	.73-18
280	Shirley,	256	187	.73-04
281	Marlborough,	2,797	2,041	.72-97
282	Rochester,	153	111	.72-54
283	Mashpee,	69	50	.72-46
284	Lee,	697	505	.72-45
285	Norton,	243	176	.72-42
286	Shutesbury,	60	43	.71-66
287	Somerset,	422	302	.71-56
288	Rowley,	199	142	.71-35
289	Waltham,	3,778	2,682	.70-98
290	Dracut,	516	366	.70-93
291	Monterey,	89	63	.70-78
292	Gill,	123	87	.70-73
293	Raynham,	262	185	.70-61
294	Tyngsborough,	95	67	.70-52
295	Tolland,	54	38	.70-37
296	Leverett,	137	96	.70-07
297	Spencer,	1,522	1,065	.69-97
298	New Marlboro',	216	150	.69-44
299	Wenham,	144	100	.69-44
300	Seekonk,	237	164	.69-19
301	Sturbridge,	365	252	.69-04
302	Stoughton,	949	655	.69-02
303	Boylston,	119	82	.68-90
304	Becket,	183	126	.68-85
305	Middleton,	131	90	.68-70
306	Rehoboth,	310	212	.68-38
307	Granville,	195	133	.68-20
308	Egremont,	110	75	.68-18
309	Whately,	100	68	.68-00
310	Westport,	496	332	.66-93
311	Lanesborough,	145	97	.66-89
312	Richmond,	154	103	.66-88
313	Plympton,	60	40	.66-66
314	Franklin,	817	554	.66-58
315	Ware,	1,510	1,004	.66-49
316	Chicopee,	3,072	2,031	.66-11
317	Lowell,	14,710	9,678	.65-79
318	Peru,	38	25	.65-78
319	Acushnet,	210	138	.65-71
320	Newburyport,	2,350	1,543	.65-64

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
321	Alford, . .	37	24	.64-86	338	Adams, . .	2,395	1,464	.61-12
322	Wendell, .	88	57	.64-77	339	Otis, . .	72	44	.61-11
323	Lakeville, .	153	99	.64-70	340	Hardwick, .	526	319	.60-64
324	Royalston, .	173	111	.64-16	341	Lawrence, .	10,527	6,352	.60-34
325	Salem, . .	6,188	3,960	.63-99	342	North Adams,	4,565	2,702	.59-18
326	Canton, . .	812	519	.63-91	343	Fitchburg, .	6,036	3,553	.58-86
327	Montgomery, .	58	37	.63-79	344	Sutton, . .	627	366	.58-37
328	Washington, .	82	52	.63-41	345	Ludlow, . .	597	341	.57-11
329	N. Brookfield,	944	593	.62-81	346	Amesbury, .	1,646	934	.56-74
330	Phillipston, .	67	42	.62-68	347	Fall River, .	21,512	11,513	.53-51
331	Paxton, . .	83	52	.62-65	348	Dudley, . .	682	355	.52-05
332	Clarksburg, .	262	164	.62-59	349	Holyoke, .	9,479	4,915	.51-85
333	Dover, . .	125	78	.62-40	350	Holland, .	30	15	.50-00
334	Sherborn, .	227	141	.62-11	351	New Ashford,	16	7	.43-75
335	Berlin, . .	167	103	.61-67	352	Southbridge, .	2,065	826	.40-00
336	Hampden, .	124	76	.61-29	353	Webster, .	1,601	624	.38-97
337	New Bedford,	11,319	6,928	.61-20					

GRADUATED ATTENDANCE TABLE.

In which all the towns in the respective counties in the State are numerically arranged according to the AVERAGE ATTENDANCE *of their children upon the public schools for the year 1900–1901.*

BARNSTABLE COUNTY.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	Provincetown,	621	709	1.14-17	9	Truro, . .	132	125	.94-69
2	Dennis, . .	352	399	1.13-35	10	Sandwich, .	207	188	.90-82
3	Yarmouth, .	183	199	1.08-74	11	Falmouth, .	485	418	.86-18
4	Wellfleet, .	110	113	1.02-72	12	Harwich, . .	368	311	.84-51
5	Barnstable, .	633	640	1.01-10	13	Brewster, .	134	113	.84-32
6	Bourne, . .	266	267	1.00-37	14	Eastham, .	79	60	.75-94
7	Chatham, .	214	214	1.00-00	15	Mashpee, .	69	50	.72-46
8	Orleans, . .	175	167	.95-42					

BERKSHIRE COUNTY.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	Dalton, . .	504	515	1.02-18	17	Mt. Washington,	27	20	.74-07
2	Williamstown,	783	746	.95-27	18	Lee, . . .	697	505	.72-45
3	Cheshire, . .	159	148	.93-08	19	Monterey. .	89	63	.70-78
4	Lenox, . .	543	498	.91-71	20	New Marlboro',	216	150	.69-44
5	W. Stockbridge,	190	171	.90-00	21	Becket, . .	183	126	.68-85
6	Hinsdale, .	252	222	.88-09	22	Egremont, .	110	75	.68-18
7	Florida, . .	89	78	.87-64	23	Lanesborough,	145	97	.66-89
8	Windsor, .	80	70	.87-50	24	Richmond, .	154	103	.66-88
9	Stockbridge, .	388	328	.84-53	25	Peru, . .	38	25	.65-78
10	Gt. Barrington,	950	767	.80-73	26	Alford, . .	37	24	.64-86
11	Tyringham, .	54	43	.79-62	27	Washington, .	82	52	.63-41
12	Sheffield, . .	294	231	.78-57	28	Clarksburg, .	262	164	.62-59
13	Savoy, . .	87	68	.78-16	29	Adams, . .	2,395	1,464	.61-12
14	Pittsfield, .	3,892	3,031	.77-87	30	Otis, . .	72	44	.61-11
15	Hancock, .	79	60	.75-94	31	North Adams, .	4,565	2,702	.59-18
16	Sandisfield, .	107	81	.75-70	32	New Ashford, .	16	7	.43-75

BRISTOL COUNTY.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	Easton, . .	919	908	.98-80	4	Fairhaven, .	613	521	.84-99
2	N. Attleborough,	1,264	1,150	.90-98	5	Freetown, .	226	187	.82-74
3	Mansfield, .	691	615	.89-00	6	Taunton, . .	5,131	4,204	.81-93

BRISTOL COUNTY — CONCLUDED.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
7	Swansea,	272	221	.81-25	14	Raynham,	262	185	.70-61
8	Attleborough,	2,100	1,705	.81-19	15	Seekonk,	237	164	.69-19
9	Dighton,	267	213	.79-77	16	Rehoboth,	310	212	.68-38
10	Dartmouth,	569	433	.76-09	17	Westport,	496	332	.66-93
11	Berkley,	176	132	.75-00	18	Acushnet,	210	138	.65-71
12	Norton,	243	176	.72-42	19	New Bedford,	11,319	6,928	.61-20
13	Somerset,	422	302	.71-56	20	Fall River,	21,512	11,513	.53-51

DUKES COUNTY.

1	Gay Head,	36	35	.97-22	5	Gosnold,	19	16	.84-21
2	Cottage City,	148	140	.94-59	6	Edgartown,	152	129	.84-21
3	Tisbury,	141	131	.92-90	7	Chilmark,	41	33	.80-48
4	West Tisbury,	47	43	.91-48					

ESSEX COUNTY.

1	Marblehead,	1,026	1,094	1.06-62	18	Beverly,	2,302	1,926	.83-66
2	Gloucester,	4,168	4,292	1.02-97	19	Swampscott,	698	570	.81-66
3	Topsfield,	138	134	.97-10	20	Lynn,	10,595	8,616	.81-32
4	Groveland,	408	390	.95-58	21	Boxford,	87	70	.80-45
5	Merrimac,	377	361	.95-75	22	Newbury,	217	174	.80-18
6	Andover,	952	909	.95-48	23	Peabody,	1,923	1,535	.79-82
7	Nahant,	102	97	.95-09	24	Salisbury,	263	207	.78-70
8	Danvers,	1,382	1,301	.94-13	25	Lynnfield,	122	95	.77-86
9	Georgetown,	299	273	.91-30	26	Haverhill,	5,842	4,460	.76-34
10	Hamilton,	254	230	.90-55	27	Methuen,	1,470	1,094	.74-42
11	Essex,	302	269	.89-07	28	Rowley,	199	142	.71-35
12	Ipswich,	732	639	.87-29	29	Wenham,	144	100	.69-44
13	Manchester,	357	310	.86-83	30	Middleton,	131	90	.68-70
14	North Andover,	782	676	.86-44	31	Newburyport,	2,350	1,543	.65-64
15	Saugus,	1,054	910	.86-33	32	Salem,	6,188	3,960	.63-99
16	Rockport,	813	693	.85-23	33	Lawrence,	10,527	6,352	.60-34
17	West Newbury,	229	193	.84-27	34	Amesbury,	1,646	934	.56-74

FRANKLIN COUNTY.

1	Heath,	84	87	1.03-57	10	Greenfield,	1,305	1,238	.94-86
2	Sunderland,	118	120	1.01-69	11	Buckland,	268	251	.93-65
3	Shelburne,	220	222	1.00-90	12	Northfield,	240	217	.90-41
4	New Salem,	139	140	1.00-71	13	Conway,	229	207	.90-39
5	Ashfield,	153	154	1.00-65	14	Warwick,	101	89	.88-11
6	Monroe,	47	47	1.00-00	15	Bernardston,	101	87	.86-13
7	Charlemont,	173	173	1.00-00	16	Colrain,	287	247	.86-06
8	Orange,	1,020	1,019	.99-90	17	Hawley,	72	57	.79-16
9	Erving,	182	173	.95-05	18	Leyden,	60	47	.78-33

FRANKLIN COUNTY — Concluded.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
19	Rowe, . .	88	68	.77-27	23	Gill, . . .	123	87	.70-73
20	Montague, .	1,278	973	.76-13	24	Leverett, . .	137	96	.70-07
21	Deerfield, .	301	223	.74-08	25	Whately, . .	100	68	.68-00
22	Shutesbury, .	60	43	.71-66	26	Wendell, . .	88	57	.64-77

HAMPDEN COUNTY.

1	Monson, . .	586	534	.91-12	13	Southwick, .	193	145	.75-12
2	W. Springfield,	1,352	1,230	.90-97	14	Wales, . .	135	100	.74-07
3	Brimfield, .	150	136	.90-66	15	Longmeadow, .	138	101	.73-18
4	Blandford, .	156	139	.89-10	16	Tolland, . .	54	38	.70-37
5	E.Longmeadow,	303	257	.84-81	17	Granville, .	195	133	.68-20
6	Palmer, . .	1,192	1,002	.84-06	18	Chicopee, .	3,072	2,031	.66-11
7	Springfield, .	10,251	8,491	.82-83	19	Montgomery, .	58	37	.63-79
8	Chester, . .	265	219	.82-64	20	Hampden, .	124	76	.61-29
9	Russell, . .	113	91	.80-53	21	Ludlow, . .	597	341	.57-11
10	Wilbraham, .	255	200	.78-43	22	Holyoke, . .	9,479	4,915	.51-85
11	Agawam, .	458	349	.76-20	23	Holland, . .	30	15	.50-00
12	Westfield, .	2,101	1,579	.75-15					

HAMPSHIRE COUNTY.

1	Middlefield, .	90	92	1.02-22	13	Hadley, . .	248	208	.83-87
2	Amherst, . .	647	652	1.00-77	14	Cummington, .	151	125	.82-78
3	Granby, . .	119	115	.96-63	15	Enfield, . .	187	153	.81-81
4	Pelham, . .	77	71	.92-20	16	Southampton, .	176	141	.80-11
5	Williamsburg,	360	321	.89-16	17	Hatfield, . .	230	183	.79-56
6	Plainfield, .	68	60	.88-23	18	Chesterfield, .	95	75	.78-94
7	South Hadley, .	795	695	.87-42	19	Easthampton, .	966	762	.78-88
8	Westhampton,	102	88	.86-27	20	Greenwich, .	81	63	.77-77
9	Huntington, .	290	249	.85-86	21	Northampton, .	2,925	2,246	.76-78
10	Prescott, . .	63	54	.85-71	22	Goshen, . .	60	46	.76-66
11	Belchertown, .	452	387	.85-61	23	Ware, . .	1,510	1,004	.66-49
12	Worthington, .	117	99	.84-61					

MIDDLESEX COUNTY.

1	Melrose, .	2,066	2,365	1.14-47	10	Stoneham, .	960	939	.97-81
2	Ashland, . .	247	273	1.10-52	11	Everett, . .	4,456	4,347	.97-55
3	Natick, . .	1,577	1,646	1.04-31	12	Wayland, .	436	420	.96-33
4	Lexington, .	551	570	1.03-44	13	Framingham, .	1,880	1,808	.96-17
5	Groton, . .	342	349	1.02-04	14	Belmont, . .	529	508	.96-03
6	Hopkinton, .	415	422	1.01-68	15	Littleton, . .	189	181	.95-76
7	Ashby, . .	114	115	1.00-87	16	Winchester, .	1,262	1,206	.95-56
8	Maynard, .	559	558	.99-82	17	Reading, . .	853	815	.95-54
9	Hudson, . .	890	885	.99-43	18	Sudbury, . .	173	164	.94-79

MIDDLESEX COUNTY — CONCLUDED.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
19	Wakefield, .	1,767	1,669	.94-45	37	Bedford, . .	193	160	.82-90
20	Boxborough, .	54	51	.94-44	38	Chelmsford, .	672	556	.82-73
21	Concord, . .	839	784	.93-44	39	Arlington, .	1,504	1,242	.82-57
22	Townsend, .	264	245	.92-80	40	Dunstable, .	65	52	.80-00
23	Wilmington, .	310	284	.91-61	41	Lincoln, . .	153	122	.79-73
24	Medford, . .	3,264	2,982	.91-36	42	Burlington, .	59	47	.79-66
25	Ayer, . .	461	418	.90-67	43	Carlisle, . .	75	59	.78-66
26	Weston, . .	241	217	.90-04	44	North Reading,	144	112	.77-77
27	Pepperell, .	716	635	.88-68	45	Woburn, . .	3,220	2,466	.76-58
28	Westford, .	420	369	.87-85	46	Watertown, .	1,466	1,105	.75-37
29	Newton, . .	5,336	4,678	.87-66	47	Tewksbury, .	467	342	.73-23
30	Holliston, .	471	412	.87-47	48	Shirley, . .	256	187	.73-04
31	Stow, . .	154	134	.87-01	49	Marlborough, .	2,797	2,041	.72-97
32	Somerville, .	10,466	9,052	.86-48	50	Waltham, .	3,778	2,682	.70-98
33	Acton, . .	293	252	.86-00	51	Dracut, . .	516	366	.70-93
34	Billerica, . .	504	423	.83-92	52	Tyngsborough,	95	67	.70-52
35	Cambridge, .	15,131	12,684	.83-82	53	Lowell, . .	14,710	9,678	.65-79
36	Malden, . .	6,052	5,068	.83-74	54	Sherborn, .	227	141	.62-11

NANTUCKET COUNTY.

	Nantucket, ...	344	329	.95-63

NORFOLK COUNTY.

1	Norwood, .	1,070	1,100	1.02-80	15	Wrentham, .	445	397	.89-21
2	Medway, . .	430	442	1.02-79	16	Wellesley, .	714	617	.86-41
3	Foxborough, .	492	503	1.02-23	17	Quincy, . .	5,099	4,403	.86-35
4	Needham, .	592	603	1.01-85	18	Westwood, .	182	152	.83-51
5	Weymouth, .	1,955	1,959	1.00-20	19	Norfolk, . .	140	116	.82-85
6	Holbrook, .	390	387	.99-23	20	Avon, . .	336	275	.81-84
7	Dedham, . .	1,210	1,199	.99-09	21	Millis, . .	244	194	.79-50
8	Braintree, .	1,054	1,032	.97-91	22	Sharon, . .	315	236	.74-92
9	Randolph, .	652	615	.94-32	23	Bellingham, .	300	221	.73-66
10	Cohasset, . .	402	378	.94-02	24	Hyde Park, .	2,054	1,512	.73-61
11	Medfield, . .	233	219	.93-99	25	Stoughton, .	949	655	.69-02
12	Walpole, . .	592	536	.90-54	26	Franklin, .	817	554	.66-58
13	Brookline, .	3,032	2,742	.90-40	27	Canton, . .	812	519	.63-91
14	Milton, . .	1,198	1,081	.90-23	28	Dover, . .	125	78	.62-40

PLYMOUTH COUNTY.

1	Rockland, .	892	974	1.09-19	7	Scituate, . .	367	358	.97-54
2	Marshfield, .	234	248	1.05-98	8	Whitman, .	1,044	1,007	.96-45
3	Hingham, .	739	747	1.01-18	9	E. Bridgewater,	514	476	.92-60
4	Middleborough,	1,009	1,016	1.00-69	10	Plymouth, .	1,482	1,346	.90-82
5	Abington, .	699	690	.98-71	11	Norwell, . .	232	208	.89-65
6	Bridgewater, .	696	685	.98-41	12	Kingston, .	348	308	.88-50

PLYMOUTH COUNTY — CONCLUDED.

	TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS AND CITIES.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
13	Hanover, . .	327	280	.85-62	21	Hanson, . .	214	170	.79-43
14	Marion, . .	141	120	.85-10	22	Mattapoisett, .	154	122	.79-22
15	Carver, . .	161	134	.83-22	23	Duxbury, .	264	206	.78-03
16	Hull, . .	163	135	.82-82	24	Halifax, . .	84	65	.77-38
17	Pembroke, .	185	153	.82-70	25	Rochester, .	153	111	.72-54
18	Wareham, .	604	496	.82-11	26	Plympton, .	60	40	.66-66
19	Brockton, .	7,055	5,757	.81-60	27	Lakeville, .	153	99	.64-70
20	W. Bridgewater,	302	245	.81-12					

SUFFOLK COUNTY.

1	Revere, . .	2,097	2,026	.96-61	3	Chelsea, . .	6,023	4,803	.79-74
2	Winthrop, .	987	831	.84-19	4	Boston, . .	90,144	71,414	.79-22

WORCESTER COUNTY.

1	Upton, . .	285	281	.98-59	31	Uxbridge, .	649	521	.80-27
2	West Boylston,	417	409	.98-08	32	New Braintree,	81	65	.80-24
3	Shrewsbury, .	241	226	.93-77	33	Douglas, . .	304	243	.79-93
4	Warren, . .	787	735	.93-39	34	Charlton, . .	316	251	.79-43
5	Westborough, .	677	631	.93-20	35	Winchendon, .	954	757	.79-34
6	Princeton, .	128	117	.91-40	36	Grafton, . .	893	707	.79-17
7	Sterling, . .	213	194	.91-07	37	Holden, . .	482	378	.78-42
8	Barre, . .	332	302	.90-96	38	Harvard, . .	152	119	.78-28
9	Ashburnham, .	388	346	.89-17	39	Lunenburg, .	224	175	.78-12
10	Leominster, .	2,037	1,816	.89-15	40	Worcester, .	20,296	15,836	.78-02
11	Bolton, . .	110	98	.89-09	41	Oxford, . .	496	385	.77-62
12	Brookfield, .	511	449	.87-86	42	Auburn, . .	306	236	.77-12
13	Oakham, . .	88	77	.87-50	43	Templeton, .	594	448	.75-42
14	Northborough,	364	316	.86-81	44	Clinton, . .	2,441	1,839	.75-33
15	Rutland, . .	207	179	.86-47	45	Dana, . .	123	91	.73-98
16	Petersham, .	109	94	.86-23	46	Spencer, . .	1,522	1,065	.69-97
17	Mendon, . .	143	122	.85-31	47	Sturbridge, .	365	252	.69-04
18	Westminster, .	191	162	.84-81	48	Boylston, .	119	82	.68-90
19	Leicester, .	607	513	.84-51	49	Royalston, .	173	111	.64-16
20	W. Brookfield,	217	182	.83-87	50	N. Brookfield, .	944	593	.62-81
21	Southborough,	293	245	.83-61	51	Phillipston, .	67	42	.62-68
22	Lancaster, .	437	364	.83-27	52	Paxton, . .	83	52	.62-65
23	Hubbardston, .	209	174	.83-25	53	Berlin, . .	167	103	.61-67
24	Hopedale, .	253	210	.83-00	54	Hardwick, .	526	319	.60-64
25	Northbridge, .	1,255	1,034	.82-39	55	Fitchburg, .	6,036	3,553	.58-86
26	Blackstone, .	981	807	.82-26	56	Sutton, . .	627	366	.58-37
27	Gardner, . .	1,950	1,597	.81-89	57	Dudley, . .	682	355	.52-05
28	Athol, . .	1,107	897	.81-02	58	Southbridge, .	2,065	826	.40-00
29	Millbury, .	861	694	.80-60	59	Webster, . .	1,601	624	.38-97
30	Milford, . .	1,688	1,358	.80-45					

Graduated Attendance Table.

Table in which all the counties are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the public schools for the year 1900–1901.*

For 1899-1900.	For 1900-1901.	COUNTIES.	Ratio of attendance.
2	1	Barnstable,	.98-63
1	2	Nantucket,	.95-63
6	3	Dukes,	.90-23
3	4	Franklin,	.88-75
4	5	Plymouth,	.88-61
5	6	Norfolk,	.87-96
7	7	Middlesex,	.83-84
8	8	Hampshire,	.80-42
9	9	Suffolk,	.79-67
11	10	Essex,	.76-85
12	11	Worcester,	.74-57
10	12	Berkshire,	.72-28
13	13	Hampden,	.70-89
14	14	Bristol,	.64-12
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